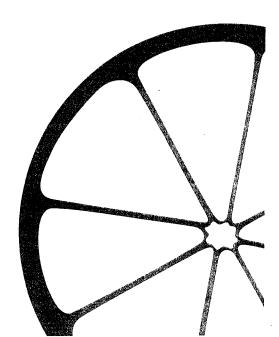


# American English File

Teacher's Book 4

Clive Oxenden Christina Latham-Koenig with Brian Brennan Beatriz Martín

OXFORD UNIVERSITY PRESS



Paul Seligson and Clive Oxenden are the original co-authors of *English File 1* (pub. 1996) and *English File 2* (pub. 1997).



198 Madison Avenue New York, NY 10016 USA

Great Clarendon Street, Oxford 0x2 6DP UK

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi Kuala Lumpur Madrid Melbourne Mexico City Nairobi New Delhi Shanghai Taipei Toronto

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isbn: 978 o 19 477465 9

Printed in China

10 9 8 7 6 5 4 3 2

#### Acknowledgments

Photocopiables designed by: Bryony Newhouse

Cover design by: Jaclyn Smith

The authors would like to thank all the teachers and students around the world whose feedback has helped us shape this series.

The authors would also like to thank: Genevieve Kocienda and all those at Oxford University Press (both in Oxford and around the world) and the design team who have contributed their skills and ideas to producing this course.

Finally, very special thanks from Clive to Maria Angeles, Lucia, and Eric, and from Christina to Cristina, for all their help and encouragement. Christina would also like to thank her children Joaquin, Marco, and Krysia for their constant inspiration.

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Illustrations by: Cartoonstock/ lan Baker pp. 167, 168, 175, 204, 209; Cartoonstock/Clive Goddard pp. 160, 162, 164, 187, 203, 217; Phil Disley pp. 159, 176, 181, 183, 206, 233; Mark Draisey pp. 174, 199, 200; Kath Hextall pp. 158, 163 (bottom), 169, 186, 202, 223; Marie Helene Jeeves pp. 161, 163 (top), 165, 185, 195, 197, 232, 237; Gavin Reece pp. 182, 235; Colin Shelbourn pp. 205, 207, 227; Thorogood Illustration/Kanaka and Yuzuru pp. 172, 231, 234.

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	<b>Syllabus</b>	checklist	Grammar	Vocabulary
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6	Colloquial English	What does the future hold?	?	
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8	Review & Check	What do you remember?	What can you do?	
2				
:0	A National stereot	types: truth or myth?	adjectives as nouns; adjective order	clothes and fashion
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2	Colloquial English	Flying high		
3	WRITING REVIEW & CHECK	A short story What do you remember?		
<b>3</b>	A The one place a	burglar won't look	passive (all forms), <i>it is said that,</i> <i>he is thought to</i> , etc.	crime and punishment
0	<b>B</b> Stormy weather		future perfect and future continuous	weather
-  4	☐ Taking a risk		conditionals and future time clauses; <i>likely</i> and <i>probably</i>	expressions with <i>take</i>
8	COLLOQUIAL ENGLISH	-		
9	WRITING	Expressing your opinion	***************************************	
0 4 2	REVIEW & CHECK  A Would <u>you</u> get o	What do you remember? \ Out alive?	unreal conditionals	feelings
6	B How I trained my		past modals; would rather,	verbs often confused
-	C Let your body do	o the talking	had better verbs of the senses	the body
4	COLLOQUIAL ENGLISH	Stage and screen		
5	WRITING	An article		
_				

What do you remember? What can you do?

66 REVIEW & CHECK

Pronunciation	Speaking	Listening	Reading
intonation, stress, and rhythm in questions	guessing original questions from answers; getting to know each other	radio program about speed dating	Three minutes to get to know the love of your life
using a dictionary to check word stress; intonation and sentence rhythm	describing personality; paraphrasing	magazine writer talking about her visit to a psychic; song: <i>You gotta be</i>	What your signature says about you; Tricks of the trade?
consonant and vowel sounds	talking about first aid	the conclusions of two people talking about a life or death situation	Get stressed, stay young
	intonation, stress, and rhythm in questions using a dictionary to check word stress; intonation and sentence rhythm	intonation, stress, and rhythm in questions  using a dictionary to check word stress; intonation and sentence rhythm  guessing original questions from answers; getting to know each other describing personality; paraphrasing	intonation, stress, and rhythm in questions questions  using a dictionary to check word stress; intonation and sentence rhythm  consonant and vowel sounds  guessing original questions from answers; getting to know each other  describing personality; paraphrasing about her visit to a psychic; song: You gotta be  talking about first aid  the conclusions of two people talking about a life

vowel sounds	talking about how different nationalities dress	four people talk about the typical characteristics of people	Watching the English: how the English dress
		from their country; song: Englishman in New York	·
irregular past forms	telling an anecdote	an interview with two pilots about air safety	Air Babylon
word and sentence stress	talking about reading habits	the conclusion of a short story	Little Brother ™

the letter <i>u</i>	talking about creative punishments	radio interview about <i>Oliver</i> Twist and pickpockets	Making the punishment fit the crime
vowel sounds	telling anecdotes about the weather; talking about preventing climate change	an interview about flooding in Prague; song: It's raining men	Stormy weather
sentence stress and rhythm	talking about safety in the past	interview about the risks of driving in the USA; an interview about a special school	The Risk factor

			Copposition of the second
sentence rhythm	talking about how you would react in a life or death situation	a disastrous adventure in the Amazon; song: I will survive	How to get out alive; Escape from the Amazon
reduced form of <i>have</i>	role-playing arguments	psychologist giving tips for people when they disagree	How I trained my husband
silent letters	describing a painting  – describing a picture	a radio quiz about the senses	Let your body do the talking

Counting sheep   used to, be used to   sleep			we verifical limbs cost on the leastern conflicts alphase	n baaa komuu na suurinkuuriili linkuuriili ka suurinkuuriili ka su	Grammar	Vocabulary
COLLOQUIAL ENGLISH Music festivals Writing A formal letter Review & Check What do you remember? What can you do?  Bright lights, big city uncountable, plural, and collective nouns; have something done Liercha! quantifiers: all / every, etc. science  COLLOQUIAL ENGLISH Great cities Waiting A report Review & Check What do you remember? What can you do?  Liwish you wouldn't! structures after wish ed / ing adjectives and related verbs; expressions with go  Li I wish you wouldn't! structures after wish ed / ing adjectives and advertising whatever, whenever, etc.  Colloquial English Great cities Waiting A report Review & Check What do you remember? What can you do?  Li I wish you wouldn't! structures after wish ed / ing adjectives and related verbs; expressions with go  Li I mgo relative clauses of contrast and purpose; whatever, whenever, etc.  Colloquial English Words Waiting "For and against" Review & Check What do you remember? What can you do?  Communication	<b>6</b> 8	W	The psychology	of music	gerunds and infinitives	music
COLLOQUIAL ENGLISH WRITING A formal letter REVIEW & CHECK What do you remember? What can you do?  Speaking to the world  articles  collocation: word pairs  cities and towns  have something done quantifiers: all / every, etc.  science  COLLOQUIAL ENGLISH Great cities WRITING A report REVIEW & CHECK What do you remember? What can you do?  I wish you wouldn't!  structures after wish  e-ed / -ing adjectives and related verbs; expressions with go  business and advertising  whatever, whenever, etc.  Tingo  relative clauses  prefixes  COLLOQUIAL ENGLISH Worlds  A test of honesty  clauses of contrast and purpose; whatever, whenever, etc.  prefixes  COLLOQUIAL ENGLISH Worlds  William  For and against" REVIEW & CHECK What do you remember? What can you do?	- 72		Counting sheep		used to, be used to, get used to	sleep
Writing A formal letter What do you remember? What can you do?  Speaking to the world articles collocation: word pairs  Bright lights, big city uncountable, plural, and collective nouns; have something done  Colloquial English Great cities Writing A report Review & Check What do you remember? What can you do?  I wish you wouldn't! structures after wish -ed/-ing adjectives and related verbs; expressions with go  A test of honesty clauses of contrast and purpose; whatever, whenever, etc.  Colloquial English Writing relative clauses prefixes  Colloquial English Words  Writing Review & Check What do you remember? What can you do?  Colloquial English Words  Writing relative clauses prefixes  Colloquial English Words  Writing "For and against"  Review & Check What do you remember? What can you do?	76	G	Breaking news		reporting verbs; as	the media
REVIEW & CHECK  What do you remember? What can you do?  Speaking to the world  articles  collocation: word pairs  cities and towns  have something done quantifiers: all / every, etc.  science  Colloquial English Review & Check  What do you remember? What can you do?  I wish you wouldn't!  structures after wish  -ed/-ing adjectives and related verbs; expressions with go  A test of honesty  dauses of contrast and purpose; whatever, whenever, etc.  Colloquial English  Warring  A test of honesty  dauses of contrast and purpose; whatever, whenever, etc.  Colloquial English  Words  Words  Warring  For and against"  What do you remember? What can you do?  Communication	- 80	Coli	LOQUIAL ENGLISH	Music festivals		
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Bright lights, big city uncountable, plural, and collective nouns; have something done  Eureka! quantifiers: all / every, etc. science  COLLOQUIAL ENGLISH Great cities WRITING A report REVIEW & CHECK What do you remember? What can you do?  I wish you wouldn't! structures after wish -ed / -ing adjectives and related verbs; expressions with go  Lauses of contrast and purpose; whatever, whenever, etc.  Tingo relative clauses prefixes  COLLOQUIAL ENGLISH Words WRITING "For and against" REVIEW & CHECK What do you remember? What can you do?  Communication						collocation; word pairs
Have something done	84		Speaking to the	worla	articles	conocation, word pairs
Colloquial English  Great cities  Writing A report  Review & Check What do you remember? What can you do?  I wish you wouldn't! structures after wish -ed / -ing adjectives and related verbs; expressions with go  A test of honesty clauses of contrast and purpose; whatever, whenever, etc.  Tingo relative clauses prefixes  Colloquial English Words  Writing "For and against"  Weriew & Check What do you remember? What can you do?  Communication	- 88	0	Bright lights, big	city		cities and towns
WRITING A report  REVIEW & CHECK What do you remember? What can you do?  I wish you wouldn't! structures after wish -ed/-ing adjectives and related verbs; expressions with go  A test of honesty clauses of contrast and purpose; whatever, whenever, etc.  I Tingo relative clauses prefixes  COLLOQUIAL ENGLISH Words WRITING "For and against" REVIEW & CHECK What do you remember? What can you do?  Communication	92	G	Eureka!		quantifiers: all / every, etc.	science
REVIEW & CHECK What do you remember? What can you do?  A I wish you wouldn't! structures after wish -ed / -ing adjectives and related verbs; expressions with go  A I wish you wouldn't! structures after wish -ed / -ing adjectives and related verbs; expressions with go  A I wish you wouldn't! structures after wish -ed / -ing adjectives and related verbs; expressions with go  Clauses of contrast and purpose; whatever, whenever, etc.  Fingo relative clauses prefixes  COLLOQUIAL ENGLISH Words WRITING "For and against" REVIEW & CHECK What do you remember? What can you do?  Communication	96	Согі	LOQUIAL ENGLISH			
A l wish you wouldn't! structures after wish -ed/-ing adjectives and related verbs; expressions with go  A test of honesty clauses of contrast and purpose; whatever, whenever, etc.  C Tingo relative clauses prefixes  COLLOQUIAL ENGLISH Words WRITING "For and against" What do you remember? What can you do?  Communication	97			<del>-</del>		
Verbs; expressions with go  Clauses of contrast and purpose; whatever, whenever, etc.  Tingo relative clauses prefixes  COLLOQUIAL ENGLISH Words WRITING "For and against"  REVIEW & CHECK What do you remember? What can you do?	98	Revi	IEW & CHECK	What do you remember? \	What can you do?	
Verbs; expressions with go  Clauses of contrast and purpose; whatever, whenever, etc.  Tingo relative clauses prefixes  COLLOQUIAL ENGLISH Words WRITING "For and against"  REVIEW & CHECK What do you remember? What can you do?	7					
Whatever, whenever, etc.  Tingo relative clauses prefixes  COLLOQUIAL ENGLISH Words  WRITING "For and against"  REVIEW & CHECK What do you remember? What can you do?  Communication	00		I wish you would	ln't!	structures after <i>wish</i>	
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	21	Aud	ioscripts			

132 Grammar Bank146 Vocabulary Bank157 Phrasal verbs in context

158 Sound Bank

Pronunciation	Speaking	Listening	Reading
ch and y	talking about music	music psychologist talks about why we listen to music and how it affects us	What's your soundtrack?
linking words	answering questions about sleep	a radio program about sleepwalking; song: I don't want to miss a thing	Sleepy people – the dangers of sleep deprivation
word stress	having a debate	two journalists talk about the good side and bad side of their job	Irving Wardle, theatre critic and Pat Gibson, sports journalist

sentence stress	making a presentation	five people talk about disastrous presentations; song: Space Oddity	One small word, one big difference in meaning
word stress in multisyllable words	talking about the Amish; telling a tourist about your town	a radio program about London	Amish in the city
changing stress in word families	talking about science	a radio program about creative thinking	Suffering for science

sentence rhythm	talking about annoying habits	five people talking about regrets; song: <i>If I could turn back time</i>	Regrets, I've had a few
changing stress in nouns and verbs	talking about advertising	an interview with an American economist	Honest workers or thieves? Take the bagel test.
word stress	talking about words	a radio interview with a dictionary expert	The story behind the words

# Introduction

# What do High-intermediate students need?

High-intermediate students rightly feel that they are now fairly high-level learners of English and are ready to "push on" to become very proficient users of the language. To achieve this they need motivating material and challenging tasks. They need to set clear course goals from day one in terms of both language knowledge and of fluency and accuracy in speaking. Finally, they need classes to be as fun and dynamic as they were at lower levels: there is no reason why higher-level teaching should become dry and overly serious. Students still want to enjoy their English classes – role plays, language games, challenges, quizzes, and songs are still as valuable pedagogically as they were in previous levels and can often be exploited even better at this level.

# Grammar, Vocabulary, and Pronunciation

At any level, the basic tools students need to speak English with confidence are Grammar, Vocabulary, and Pronunciation (G, V, P). In *American English File 4* all three elements are given equal importance.

Each lesson has clearly stated grammar, vocabulary, and pronunciation aims. This keeps lessons focused and gives students concrete learning objectives and a sense of progress.

#### Grammar

High-intermediate students need

- to review their knowledge of main grammatical structures.
- to learn more sophisticated grammatical structures.
- opportunities to use their instinct.
- student-friendly reference material.

When extending students' knowledge of grammar, it is important to build on what they already know. Many Grammar presentations begin with Check what you know, short exercises that review intermediate grammar points and are cross referenced to the Workbook, where students who are having problems can find rules and further practice. New grammar signals the presentation of a grammar point not previously covered in American English File. The Grammar Banks give students a single, easy-to-access grammar reference section, with clear rules and example sentences. There are two practice exercises.

Mini grammar (one per File) focuses on smaller grammar points, e.g., so and such, would rather and had better. There is a photocopiable activity to give more practice of each point. The oral grammar practice exercise in the Student Book (immediately after students have been to the Grammar Bank) and the photocopiable Communicative speaking activities in the Teacher's Book encourage students to use grammatical structures in controlled and freer contexts. The photocopiable Grammar activities in the Teacher's Book

### Vocabulary

High-intermediate students need

- systematic expansion of their vocabulary in topic-based lexical areas.
- opportunities to put new vocabulary into practice.

can be used for practice in class or for self-study.

- to further develop their ability to "build" new words by adding affixes.
- practice in pronouncing new lexis correctly and confidently.
- reference material that aids memorization.

At this level, expanding students' vocabulary is the most visible and motivating measure of their progress. Every lesson has a clear lexical aim. Many lessons are linked to the **Vocabulary Banks** that help present and practice high-frequency, topic-based vocabulary in class and provide a clear reference bank designed to aid memorization. The stress in multisyllable words is clearly marked, and phonetic script is provided where necessary.

Students can practice using the vocabulary from all the **Vocabulary Banks** in context with the **MultiROM** and the *American English File* Student Website. There is also a photocopiable activity to review the vocabulary from each File.

#### **Pronunciation**

High-intermediate students need

- "fine-tuning" of pronunciation of difficult sounds.
- to be able to use appropriate rhythm and intonation.
- to continue to develop their instinct for spelling pronunciation rules and patterns.
- to be able to use phonetic symbols in their dictionary to check pronunciation.

The objective is to make students totally *intelligible* to other speakers of English (native and non-native). However, it's also important to make clear that perfection is not the aim. Most non-native speakers will always retain an accent. Every lesson has a pronunciation focus that often prepares students for a speaking activity.

American English File has a unique system of sound pictures, which give clear example words to help students to identify and produce the sounds.

The pronunciation focus is linked to the **Sound Bank**, a reference section where students can see and practice common sound–spelling patterns.

Throughout the book, there is also a regular focus on word and sentence stress, where students are encouraged to copy the rhythm of English. This will help students to pronounce new language with greater confidence.

#### **Speaking**

High-intermediate students need

- up-to-date, stimulating topics to get them talking and exchanging opinions.
- the key words and phrases necessary to discuss a topic.
- practice in more extended speaking, e.g., role plays, debates.
- to improve accuracy as well as developing their fluency.

Every lesson gives students many opportunities to speak and put into practice the grammar, vocabulary, and pronunciation that has been worked on earlier in the lesson. Every speaking activity has a **GET IT RIGHT** box, which identifies an accuracy focus for that particular activity.

Photocopiable Communicative activities can be found in the Teacher's Book. These include pairwork activities, mingling activities, and speaking games.

#### Listening

High-intermediate students need

- motivating, integrated listening material.
- achievable tasks but with an increasing level of challenge.
- exposure to longer listenings and a wide variety of accents.
- exposure to authentic and colloquial spoken language.

For most students, listening is still the hardest skill and it is vital that listening material is both interesting and provides the right level of challenge. *American English File 4* has motivating listening texts and tasks that are challenging, but always achievable, and that expose students to a wide variety of accents and speeds of speech.

The Colloquial English lessons give students practice in listening to unscripted authentic speech when speakers are formally interviewed or approached on the street.

There are also seven songs that we hope students will find enjoyable and motivating. For copyright reasons, most of these are cover versions.

#### Reading

High-intermediate students need

- engaging topics and stimulating texts.
- exposure to a wide variety of authentic text types.
- challenging tasks that help them read better.

Many students need to read in English for their work or academic studies or will want to read about their personal interests on English websites. Reading also plays an important role in helping to extend students' vocabulary and to consolidate grammar. The key to encouraging students to read **outside** of class is to give them motivating material and tasks **in** class that help them develop their reading skills. Reading texts have been taken from a variety of real sources (newspapers, magazines, the Internet) and chosen for their intrinsic interest, which we hope will stimulate students to want to read them and will help spark classroom discussion.

The **Review & Check** sections include a more challenging text that helps students measure their progress.

# Writing

High-intermediate students need

- clear models.
- practice in planning, organizing, writing, and checking.
- an awareness of register, structure, and fixed phrases.
- a focus on "micro" writing skills e.g., paragraphing.

The ever-growing amount of e-mail communication and Internet-based writing (e.g., blogs, etc.) continues to raise the importance of writing skills. Students at this level may also be thinking about taking standardized tests where writing quickly and accurately is a vital skill. There is one Writing lesson per File, where students study a model before doing a guided writing task themselves. These writing tasks focus on both electronic and "traditional" text types and provide consolidation of grammar and lexis taught in the File.

There is also always a focus on a "micro skill" in each Writing lesson, for example, writing headings, paragraphing, and using connecting expressions.

#### **Colloquial English**

High-intermediate students need

- to get used to listening to authentic colloquial speech.
- to be able to deal with different speeds and accents.
- exposure to high-frequency colloquial phrases and idioms.

Most listening material in the A–C lessons is controlled and graded in terms of language and level of difficulty. However, in these seven Colloquial English lessons, students listen to completely unscripted and authentic English. The lessons first consist of an interview with a person who is an expert in his / her field (one of the File topics). In the second part of the lesson, students hear street interviews where people answer questions related to the lesson topic. There is also a focus on "Common phrases" where students listen again and complete high-frequency expressions used in spoken English.

The Colloquial English lessons are also on the *American English File 4* Video, which teachers can use instead of the Class Audio CD for these lessons. Using the Video will make the lessons more enjoyable and will help students to understand faster speech with the help of paralinguistic features. On the MultiROM, students have the opportunity to watch and listen to more street interviews.

#### Review

High-intermediate students need

- regular review.
- motivating reference and practice material.
- a sense of progress.

The higher the level, the harder it is to see your progress. High-intermediate students need to feel that they are increasing their knowledge, improving their skills, and using English more fluently and effectively. At the end of each File there is a Review & Check section. What do you remember? reviews the grammar, vocabulary, and pronunciation of each File. What can you do? provides a series of skills-based challenges and helps students to measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students.

The photocopiable Grammar, Communicative, and Vocabulary activities in the Teacher's Book also provide many opportunities for recycling.

# Study Link

The Study Link feature in *American English File 4* is designed to help you and your students use the course more effectively. It shows *what* resources are available, *where* they can be found, and *when* to use them.

The Student Book has these Study Link references:

- from the Colloquial English lessons \(\mathbf{O}\) MultiROM.
- from the Grammar Bank MultiROM and Website.
- from the Vocabulary Bank MultiROM and Website.
- from the Sound Bank MultiROM and Website.

These references lead students to extra activities and exercises that link with what they have just studied.

The Workbook has these Study Link references:

- the Student Book Grammar and Vocabulary Banks.
- the MultiROM.
- the Student Website.

The Teacher's Book has Study Link references to remind you where there is extra material available to your students.

# **Student Book organization**

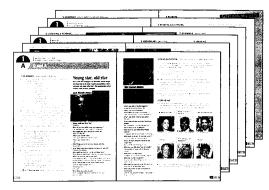
The Student Book has seven Files. Each File is organized like this:

**A, B, and C lessons** Three four-page lessons that form the core material of the book. Each lesson presents and practices **Grammar** and **Vocabulary** and has a **Pronunciation** focus. There is a balance of reading and listening activities, and lots of opportunities for spoken practice. These lessons have clear references to the Grammar Bank, Vocabulary Bank, and Sound Bank at the back of the book.

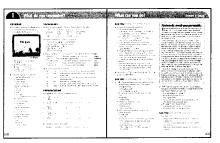
**Colloquial English** One-page lessons where students develop their ability to listen to authentic English and learn common collocations, idioms, and colloquial vocabulary. The lessons link with the *American English File 4* Video.

**Writing** One-page lessons that focus on different text types and writing "micro" skills like punctuation and spelling.

**Review & Check** A two-page section – the left- and right-hand pages have different functions. The **What do you remember?** page reviews the **Grammar**, **Vocabulary**, and **Pronunciation** of each File. The **What can you do?** page provides **Reading**, **Listening**, and **Speaking** "Can you...?" challenges to show students what they can achieve.



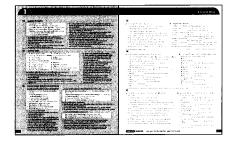




# The back of the book

In the back of the Student Book you'll find these three Banks of material:

Grammar Bank (pages 132–145) Two pages for each File, divided into A–C to reflect the three main lessons. The left-hand page has the grammar rules and the right-hand page has two practice exercises for each lesson. Students are referred to the Grammar Bank when they do the grammar in each main A, B, and C lesson.



**Vocabulary Bank** (pages 146–156) An active vocabulary resource to help students learn, practice, and review key words. Students are referred to the Vocabulary Bank from the main lessons.



**Sound Bank** (pages 158–160) A three-page section with the *American English File* sounds chart and typical spellings for all sounds. Students are referred to the Sound Bank from the main lessons.



#### You'll also find:

- Communication activities
   (pages 116–120)
   Information gap activities and roleplays.
- Audioscripts (pages 121–131) Scripts of key listenings.
- Phrasal verbs in context (page 157)

### More for students

**Workbook** Each A–C lesson in the Student Book has a three-page section in the Workbook. This provides all the practice and review students need. Each section ends with:

- More Words to Learn, which reminds students of new vocabulary from the lesson that is not in the Vocabulary Bank.
- **Listening**, which gives students extra listening practice based on the theme of the lesson. The material is on the audio CD portion of the MultiROM.

Each Colloquial English lesson has a one-page section in the Workbook with practice of the Common phrases and a reading activity.

#### MultiROM

The MultiROM has two functions:

- It's a CD-ROM, containing review of Grammar, Vocabulary, Pronunciation, Colloquial English (with extracts from the Video),
   Dictation activities and Test Practice.
- It's an audio CD for students to use in a CD player or computer. It has the audio material for the Workbook listening activities.

#### Student Website

www.oup.com/elt/americanenglishfile/4

Extra learning resources, including

- grammar activities
- vocabulary puzzles
- pronunciation games
- Colloquial English activities
- Mini grammar activities
- interactive games

# More for teachers

**Teacher's Book** The Teacher's Book has detailed lesson plans for all the lessons. These include:

- an optional "books-closed" lead-in for every lesson.
- Extra idea suggestions for optional extra activities.
- Extra challenge suggestions for ways of exploiting the Student Book material in a more challenging way if you have a stronger class.
- Extra support suggestions for ways of adapting activities or exercises to make them more accessible for weaker students.

All lesson plans include answer keys and complete audioscripts. Extra activities are color-coded in orange so you can see where you are at a glance when you're planning and teaching your classes.

You'll also find over 65 pages of photocopiable materials in the Teacher's Book:

Photocopiable Grammar activities see pages 157-179

There is a photocopiable Grammar activity for each A, B, and C lesson.

Photocopiable Mini grammar activities see pages 181–187

There is a photocopiable Mini grammar activity for each File.

Photocopiable Communicative activities see pages 195–218

Photocopiable Vocabulary activities see pages 221–228

There is a photocopiable Vocabulary activity for each File.

Photocopiable Song activities see pages 231–237

Photocopiable Irregular verbs list see page 238

All the photocopiable material is accompanied by clear instructions and answer keys.

The Teacher's Book also includes the answer key for the Workbook (see pages 239–247).

There is a photocopiable Communicative activity for each A, B, and C lesson.

**Video** The Video episodes link with the Colloquial English lessons in the Student Book. There is an episode in each File and each episode is divided into two parts: the first is an extended interview with a person who has first-hand experience of one of the topics from the File, e.g., a flight attendant



talking about air travel in File 2; the second part contains shorter interviews with members of the public answering some general questions about the topic. All the interviews are unscripted and provide an opportunity for students to practice listening to English spoken at a natural speed and to learn some high-frequency vocabulary. Each episode can be used with the tasks in the Student Book Colloquial English lessons as an alternative to the Class CD.

The American English File 4 package also includes:

**Class Audio CDs** These four CDs contain all the listening materials for the Student Book.

**Test Generator** This CD-ROM includes over a thousand questions organized both in ready-to-print tests (in PDF format) and in question banks, where they can be selected and edited into tests customized to your students' needs. The CD-ROM also includes the audio for the listening sections of the tests.

**Teacher Website** www.oup.com/elt/teacher/americanenglishfile This gives you extra teaching resources, syllabus information, etc.



- G review: question formationV guessing meaning from context
- **P** intonation, stress, and rhythm in questions

# Q and A

# File 1 overview

This first File (1A-1C) has a strong review element and accuracy focus. The first lesson, 1A, reviews all aspects of question formation. The second, 1B, reviews and extends SS' knowledge of auxiliary verbs. Finally, the third lesson, 1C, reviews and extends uses of the present perfect simple and continuous.

# Lesson plan

Even at the high-intermediate level, many SS still have problems forming questions correctly. This lesson aims to review all aspects of question formation, including indirect questions, negative questions, and questions that end with a preposition. By the end of the lesson, SS should be forming questions more accurately and more confidently, and we suggest that from then onwards, you insist on questions always being formed correctly.

The lesson has two distinct parts. In the first half, the context for question practice is two interviews from a regular feature in a newspaper. In the second half, the topic is speed dating, where men and women have just three minutes to get to know each other by asking quick-fire questions. The vocabulary focus is on guessing the meaning of new words (in a text) from context, and the pronunciation focus reviews intonation, stress, and rhythm in questions.

If you would like to begin the first lesson without the book, there are two photocopiable "first day" activities on page 157 (key page 155) and page 195 (instructions page 188).

#### **Optional lead-in** (books closed)

Write five pieces of information on the board that are answers to questions about you, e.g., **Boston, Yosemite, 2001, jazz,** etc. SS have to try to guess the questions to which these are your answers, e.g., Where were you born? Where did you go last summer? When did you start teaching? What kind of music do you like?, etc.

You can make your answers more or less difficult, depending on the level of your class.

# 1 **GRAMMAR** review: question formation

- a Books open. Focus on the task and on the two examples. Give SS a few minutes in pairs to complete the questions. Check answers.
  - Elicit/explain the difference between Which ...? and What ...? We tend to use which when there is a very limited choice, e.g., There's tea or coffee. Which would you like? For a wider choice, we generally use what, e.g., What's your favorite song?
  - You may also want to focus on the use of *How* + adjective, e.g., *How tall are you*? SS know *How old are you*? but may not realize that this pattern is used in many other similar questions, e.g., *How big is your apartment*? *How heavy is your suitcase*? *How high is it*?, etc.

3 How long 8 Do

4 Which 9 What kind (sort/type)
5 How often 10 Whose

6 How 11 Have 7 What 12 Who

**b** • Focus on the task and get SS, in pairs, to put an x next to questions they wouldn't ask someone they didn't know well. Elicit responses and ask SS why they wouldn't ask them (e.g., too personal, rude, etc.).

Answers will vary depending on the country and culture you are teaching in. In the US, questions 1, 2, 6, 7, 8, 11, and 12 would be considered inappropriate questions to ask someone you don't know well.

- Now ask the class *Are there any questions that you would not even ask a good friend?* Answers will probably vary. Get SS to say why they wouldn't ask them.
- Finally, ask Which questions would you expect to find in a magazine interview of a famous person? Again, answers will vary.
- **c** Focus on the photos in the article *Young star*, *old star*, and ask if SS know anything about either of the people.
  - Then tell SS to read the introduction to the article and the biographical information about each person. Then ask a student to tell you what they thought was the most significant piece of information about each person.
  - Now focus on the task. Set a time limit for SS to read both questionnaires. When time is up, get SS to work in pairs to decide which questions are the most personal, etc. Elicit responses and see if SS agree with each other.
- **d** Get SS to do this task individually and then compare their answers with a partner. Check answers.

1 L 2 N 3 N 4 L 5 N 6 L 7 L 8 N

# **Extra challenge**

Alternatively, you could get SS to close their books and then call out some of the answers from the two Q&A questionnaires to see if SS can remember the questions, e.g.: T Onion, garlic, and butter cooking in a pan

SS What's your favorite smell?

**e** • Focus on the task and go through the five questions. Make sure SS remember what, for example, an auxiliary verb is (*do, have*, etc.). Get SS to do the task in pairs, or elicit the answers from the whole class. Check answers.

1 8 or 10 3 11 5 11 or 12 2 9 4 8

- **f** Tell SS to go to **Grammar Bank 1A** on page 132. If your SS have not used the *American English File* series before, explain that all the grammar rules and exercises are in this part of the book.
  - Go through each example and its corresponding rule with the class.



#### **Grammar notes**

The Grammar notes in this Teacher's Book aim to add more information to the notes and rules on the **Grammar Bank** pages in the Student Book. There is a direct link between the number of each rule in the Teacher's Book and the Student Book. If there is no extra information about a rule in the Teacher's Book, this is either because we assume that SS at this level should already know it or because all the information needed is on the Student Book page.

# • rules 1 and 2: basic word order in questions Although SS at this level will be familiar with basic

rules regarding question formation, they will probably still make mistakes, especially when they speak.

#### • rule 3: word order in negative questions

When contracted forms are used, the word order is the same as in normal questions, i.e., just add *n't* to the auxiliary verb, e.g., *Aren't you going to come? Why didn't you tell me?* 

However, when full forms are used, you have to put the **not** between the subject and verb, e.g., Are you **not** going to come? Why did you **not** tell me?

You should point out to SS that it is much more common to use the contracted negative, especially in spoken English. Using the full form in negative questions is very formal and rare. It can be used in an emphatic way to express shock, anger, etc.

#### • rule 4: end preposition questions

In your SS' L1, the preposition may come at the beginning of the question. Other examples of end preposition questions in English: Who did you speak to? What does it depend on? When only a question word and a preposition are used, sometimes the preposition comes first, e.g., For how long? and sometimes the question word comes first, e.g., Where to?

#### • rule 5: questions without auxiliaries

SS should be familiar with this kind of question. If SS are not clear about this, you could give them these sentences to compare.

**A** Who does Bill love? **B** Mary. (Subject of question **= Bill**. You use an auxiliary to make the question.)

**A** Who loves Mary? **B** Bill. (Subject of question = **Who**. You don't use an auxiliary to make the question.)

#### • rule 6: indirect questions

An indirect question is a question (e.g., What time does the bank open?) that is introduced by another question, e.g., Can you tell me ...?, Do you know ...?, Can you remember ...?, often to make the question less direct or more polite. In this kind of question, the second question "disappears," e.g., Do you know what time the bank opens? NOT Do you know what time does the bank open?

 Focus on the exercises for 1A on page 133. SS do the exercises individually or in pairs. Check answers after each exercise.

- a 1 Do you ever send text messages?
  - 2 When was the last time you went to a party?
- 3 Could you tell me if there is a bank near here?
  - 4 Who usually cooks the dinner?
  - 5 Who do you like going shopping with?
  - 6 What don't you like doing on weekends?
  - 7 What kind of car would you like to buy?
  - 8 Do you know what time the concert ends?
- b 1 do you
  - 2 wrote
  - 3 this book costs / this book cost
  - 4 happens / happened
- 5 Did you enjoy
  - 6 does Tim usually listen to
  - 7 stole / has stolen
  - 8 the swimming pool opens (opened; will open)
  - 9 are you meeting / will you meet
  - 10 she lives / she lived
- Tell SS to go back to the main lesson on page 5.

# **2 PRONUNCIATION** intonation, stress, and rhythm in questions

#### Pronunciation notes

- Non-native speakers can unintentionally sound unfriendly or uninterested if they use very flat intonation. These exercises focus on encouraging SS to use a wide voice range when asking questions and to stress the right words.
- These exercises do not focus specifically on distinguishing between the different intonation patterns for Yes/No questions and question-word questions. (Yes/No questions usually have a rising intonation and questionword questions a falling intonation.) In practice, we think it is very hard for SS to notice this distinction. However, when they are asked to copy the rhythm and intonation of a question, they can usually produce the correct pattern.
- **a** 1.1 Focus on the information box and read it aloud. Focus on the task and tell SS they are going to hear two speakers, a and b, asking the same question. SS must decide which one has the friendlier intonation.
  - Play the CD once, pausing if necessary to give SS time to write. Play it again for them to check.
  - Check answers.

#### 1 b 2 a 3 a 4 b 5 b 6 a 7 b 8 a

1.1

CD1 Track 2

There are two versions of each sentence.

- 1 Where do you work?
- 2 Are you hungry?
- 3 How long have you been waiting?
- 4 Could you tell me what time it is?
- 5 Why didn't you like the movie?
- **6** Excuse me. Is this the train to Tokyo?
- 7 What do you think I should do?
- 8 Is this seat taken?



- **b** 1.2 Focus on the task and elicit what kind of words are usually stressed in a sentence (information words, e.g., nouns, verbs, adjectives, etc.). You could also elicit what kind of words are <u>not</u> usually stressed (articles, prepositions, auxiliary verbs, pronouns, etc.).
  - Play the CD once, pausing after each sentence for SS to underline the stressed words. Get SS to compare with a partner and then play the CD again for SS to check. Check answers.
  - Point out that prepositions at the end of a question <u>are</u> stressed (e.g., *about* in 6).

CD1 Track 3

- 1 What's your favorite kind of music?
- 2 Have you ever been to a health club?
- 3 How often do you go away on weekends?
- 4 Do you know what's on TV tonight?
- 5 How long have you been living here?
- 6 What are you thinking about?
- 7 Are you a vegetarian?
- 8 What do you do to relax?
- **c** Play the CD again and get SS to repeat the questions. Encourage them to use a wide voice range and to get the correct rhythm.

#### **3 SPEAKING**

- a Focus on the task and the photos. The aim here is to get SS to think of a possible question for each answer, even if it is not the question that was actually asked in the newspaper interview.
  - Elicit questions for each answer. Accept all correctly formed, possible questions that make sense and write them on the board. Then tell SS what the original question was.

#### The original questions were

- 1 What's the most important lesson life has taught you?
- 2 What's your earliest memory?
- 3 Where would you like to live?
- 4 What single thing would improve the quality of your life?
- 5 If you could go back in time, where would you go?
- 6 What's your most treasured possession?
- **b** Give SS time to choose their questions. Remind them that apart from the interviews, they can also choose questions from exercises **1a**, **2b**, and any that you may have written on the board from the previous step.

#### Extra support

Demonstrate the activity by getting SS to choose questions to ask you. Give reasonably full answers and encourage SS to ask follow-up questions.

- Get SS to ask and answer their questions in pairs.
   Encourage questioners to ask for more information where possible.
- Get feedback by asking SS for any interesting/funny answers.

#### **4 READING & VOCABULARY**

a • Elicit from the class what they know about speed dating. Then set a time limit for SS to read the first half of the article once to check or find out how speed dating works. Check answers by getting SS to tell you how it works step by step, e.g., asking Who is it for? When do they meet? Where do they sit?, etc.

Single men and women meet for an evening. The women sit at tables and the men sit with each woman in turn. They have only three minutes to ask each other questions, and they then check a scorecard if they would like to see the person again. If both a man and a woman choose each other, there is a "match" and, in the next few days, they are given each other's e-mail addresses.

#### Extra idea

It can be difficult to know how long to give when you set a time limit for reading, as some SS are slower readers than others. It is important for SS to realize that slower readers are not worse readers; in fact, they often retain what they have read better than fast readers. Talk about this with your SS and ask if they are fast or slow readers in their L1. Then set a time limit to suit the mid-pace readers. Tell the fast readers if they have finished already, to go back to the beginning, and encourage very slow readers to try to speed up a little.

- **b** Now focus on the Guessing meaning from context box and go through it with the class. Many of the texts in *American English File 4* have glossaries, but obviously there will sometimes be other words whose meaning SS can't guess, so encourage them to bring dictionaries to use as a last resort.
  - Focus on the task. Get SS to cover **Glossary 1** with a piece of paper. Then tell them to read the text again, trying to guess what the highlighted words or phrases mean. In pairs, they compare guesses and then check with **Glossary 1**.
  - Find out how many of the words SS could guess, and deal with any other vocabulary problems.
  - A Make sure SS are aware of the two meanings of *partner*: a person you work with in class/share a business with, or as here in the text, a person you are married to or having a relationship with.
- **c** Focus on questions 1–4 and give SS, in pairs, a minute or two to answer them. Encourage them to try to use their own words rather than just quoting directly from the article. Check answers.
  - 1 In the Stone Age, a man used to bring food to a woman he was interested in; in Victorian times (the nineteenth century) a man and woman would meet for tea but always with someone else watching.
  - 2 For people who are single and too busy to spend a long time getting to know other people.
  - 3 Because she thinks you can get an idea of what someone is like in three minutes, and you can eliminate them if they're not your type.
  - 4 Because she didn't want people to know she was a journalist, so they would behave naturally with her.



CD1 Track 4

- **d** Now give SS a time limit to read the second half of the article. Check answers to the two gist questions. Ask SS if they can think of any other advantages, e.g., if you don't like someone at all, you don't have to spend much time with them because you only have three minutes.
  - 1 They got twice the number of dates that they normally had in a year from just one night of speed dating. Going speed dating means they don't have to try to talk to people they don't know in bars. You meet 20 or 30 single people in one night. It's safe, and like being at a party.
  - 2 She seems to think it is a good idea because she got four new dates in 66 minutes.
- Focus on the task. Give SS a time limit to read the second half of the text again, this time trying to guess the meaning of the highlighted words from the context. They then compare guesses with a partner.
- **f** SS complete **Glossary 2** with the highlighted words and phrases. Tell them to write nouns in the singular and verbs in the base form even if they don't appear in the singular or the base form in the text.

1 tag

4 raise (your) eyebrows

2 grimace

5 small talk

3 giggle

- 6 chat
- **g** Focus on the questions and give SS, in pairs, a minute or two to answer them. Check answers.
  - 1 Because she was wearing jeans and other women were wearing fashionable dresses and stylish suits.
  - 2 Mostly professional men with good jobs.
  - 3 She raised an eyebrow if she thought the man she was talking to was a possibility and made a grimace if she thought he was boring.
  - 4 More interesting and imaginative questions like If you could be an animal, what would you be and why?

# **Extra support**

At this point you could go through the article with the class, pointing out useful expression one by one and eliciting/explaining the meaning of new words and phrases.

**h** • Ask these questions to the whole class and elicit responses.

#### 5 LISTENING

- a 1.3 Tell SS they're going to listen to a radio program where a man and a woman who tried speed dating, Alex and Emily, will talk about their experiences. Emphasize to SS that the information in the listening is 100% real. You may also want to tell SS that Emily is from Texas and that she has a Texas accent.
  - Tell SS that the first time they listen all they have to do is find out whether their speed dating experiences were successful or not.

It was successful for Alex – he married his second date, but Emily didn't have any successful dates.

1.3

# (audioscript in Student Book on page 121) I = Interviewer, E = Emily, A = Alex

- I ... and Emily and Alex are here with me. Emily, what kind of questions did you ask?
- E Well, the organizers of the event suggested a list of topics, you know, sort of pre-prepared questions, but I thought that they were very... um... artificial, you know, strange. So I asked fairly common questions like, "Why did you come tonight?" or... um... "Have you tried speed dating before?" or "What do you like doing in your free time?" I found that the conversation ran more smoothly when I asked people these kinds of everyday questions.
- I Uh-huh. How about you, Alex?
- A Yes, same as Emily, really. I also asked typical questions like, "What do you do? Have you ever done this before? Do you enjoy living in this city?" Things like that.
- I Uh-huh. Did other people ask you interesting questions?
- A Yeah, some were pretty interesting. The ones I can remember are, "If you were an animal, what would you be?" Or, "If you had to choose a different career from the one you have now, what would it be?" One woman even said, "I heard that you were in prison once is that true?" I don't know where she got that from!
- I Well, and you, Emily. Were you asked anything unusual?
- E Not really! The most common question was "Where are you from?" The second most common was, "Why do you live in this city?" Although one person did ask me, "If you could be invisible for a day, what would you do?"
- I How did you answer that?
- E I said I'd go to work and play tricks on my coworkers in the office, like hiding things!
- I How many matches did you get?
- E I chose six men that I thought I would like to see again, and of those six, four of them chose me too, so I got four matches.
- A I got three.
- I Did you go out with any of the people?
- E Yes, I went on one date with a guy who teaches at a university. It was kind of a disaster though, because earlier that morning I'd been to the dentist, and I'd had an injection. So, by the time that we met for coffee, I had a terrible toothache and I was in agony. I had to go home after half an hour. We've exchanged a few e-mails since then, but we haven't managed to meet. We're both very busy. Also, to be honest, I don't think he's really my type. He seems to be really anxious to get married and have children right away, and I'm not.
- Huh. What about the other three matches?
- E The second man contacted me right after the event and invited me to dinner. But, then he sent me a text message the next day and canceled. He said that he had met someone else. The other two have been in touch, but we haven't been able to meet yet. But, in fact, I've decided that, for now, I'm actually happy being single. So, I don't think I'll be speed dating again any time soon.
- I How about you, Alex?



- A I e-mailed one of the matches, a woman I really liked, and we met in a cafe. At the speed dating event, she seemed really bubbly and fun. But after spending a few minutes with her at the cafe, I realized that we had nothing in common. The atmosphere was awful, and it became very awkward. I think she felt the same way, so we just finished our coffees and left. We didn't contact each other again. Then I arranged to meet another one of my matches. We really got along well at the speed dating, so I was excited about meeting her. Unfortunately, that morning I found out that I'd lost my job, and I was really worried that I wouldn't make a good impression. After all, I was feeling really unhappy about my work situation. But Susanna made me forget everything in no time, and we had a great evening. Then we got together the next day and went for a long walk. And, well, to make a long story short, six months later I proposed, and two months ago we got married!
- E Aaaah!
- I So it was a real success story for you then?
- A Absolutely!
- **b** Focus on the task and go through the questions. You may want to warn SS that some of the answers from the audioscript are given in a different order to the order of the questions. Then play the CD again. Get SS to compare answers with a partner, and then play the CD once more if necessary. Check answers.

1 B 2 B 3 E 4 A 5 E 6 E 7 A 8 A 9 B

# **Extra support**

If there's time, get SS to listen to the CD with the audioscript on page 121 so they can see exactly what they understood/didn't understand. Translate/explain any new words or phrases.

**c** • Do this as an open class question.

#### 6 SPEAKING

- a Tell the class that they are now going to do a "speed getting to know you" activity. Focus on the task and give SS a few minutes to think of five questions. Emphasize that the aim is to get to know the other SS better. If SS don't know each other at all, they will probably want to ask factual questions, e.g., What do you do? If SS already know each other well, encourage them to write more imaginative / unusual questions.
  - Go through the **GET IT RIGHT** box and give SS some intonation practice with the words and phrases. Remind them to use friendly, interested intonation.
- **b** Explain the task and make sure SS know what they have to do before calling out "Start." After three minutes call out "Change" and, if possible, continue until SS have spoken to at least three or four other people. If you have an odd number of SS, either get two SS to work together or take part yourself.
  - Monitor and correct any mistakes in question formation.

#### Extra idea

You could recreate the dynamics of a speed dating event by getting SS to sit opposite each other. After three minutes call out "Change" as above.

**c** • Do this as an open class question and elicit ideas.

# **Extra photocopiable activities**

#### Grammar

question formation page 158

#### **Communicative**

Q and A page 196 (instructions page 188)

# **HOMEWORK**

Study Link Workbook pages 4-6



- **G** auxiliary verbs; *the* ... *the* ... + comparatives
- V personality
- P using a dictionary to check word stress; intonation and sentence rhythm

# Do you believe it?

# Lesson plan

In this lesson, SS review the use of auxiliary (and modal) verbs in short answers, tag questions, and *So do I / Neither do I*. SS also learn to use them for emphasis (I *do* like coffee!) and in echo questions. The first context is an extract from a book on graphology, and SS find out how to interpret personality from signatures. In the second part of the lesson, SS listen to the real experience of a journalist who visited a psychic, which raises the issue of whether psychics can really see the future. They also learn, in mini grammar, how to use the structure *the* ... + comparatives, e.g., *the sooner the better*. SS expand their vocabulary of adjectives and phrases to describe personality, and the pronunciation focus is on improving SS' intonation and rhythm when they use auxiliaries.

### **Optional lead-in** (books closed)

- Copy the following on the board: their star sign (e.g., Leo) their position in the family (e.g., first born, only child)
  - the lines on the palm of their hands their handwriting and ask SS Do you think any of these things can tell you anything about a person's personality?
- Put SS in pairs and give them a few minutes to discuss the question. Get feedback, and ask them if they know any other ways of finding out about someone's personality.

#### 1 READING & SPEAKING

 Books open. Focus on the signatures and get SS to try to decipher them. Check answers and write them on the board.

A Mahatma Gandhi
B Orlando Bloom
C Albert Einstein

D Jack Nicholson
E Tom Hanks
F Victoria Beckham

- **b** Get SS to read the first paragraph of the book extract (or read it aloud with SS). Then tell SS to imagine they have just written a formal letter, e.g., applying for a job. Get them to write on a piece of paper *I look forward to hearing from you* and then their normal formal signature underneath. Tell SS they will need this piece of paper later in the lesson.
- c Focus on the task. Pre-teach prominent (= easily seen), imply (= to suggest something is true without saying so directly), rise (= to go in an upward movement), and descend (= to go downwards). Set a time limit for SS to read the rest of the extract. You may want to point out that SS first need to focus on "Your formal signature" and then on the other three sections of the text. Now focus on question 1, and elicit what kind of signature shows that someone isn't very assertive (one where the signature is illegible). Then ask them to look at the signatures and see which one has this feature (B).
  - Then tell SS to continue in pairs with 2–6. Check answers.

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2 /	A		5 E
3 1	7		6 C
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**d** • Focus on the task. Give SS a few minutes in pairs to discuss what the words mean. Then get SS to explain what kind of person the adjectives/phrases describe.

**assertive** = expressing his/her opinion with confidence

**optimistic** = having a positive attitude to life **ambitious** = wanting to be successful

**lack self-confidence** = being uncertain about his/her ability to be successful

stable = calm and reasonable

well-balanced = being emotionally in control of his/her own life, not moody

**self-confident** = believing in his/her ability to be successful

arrogant = believing that he/she is better than other
people

**insecure** = unsure of himself/herself **have low self-esteem** = not feel happy with his/her own character and abilities

 Now get SS in pairs to exchange their pieces of paper with their signature. Tell them to check their partner's signature against the information in the text, and then explain to each other what their signatures mean.

#### Extra idea

Before SS interpret each other's signatures, you could sign your name on the board and get SS to tell you what they can find out about you from it, according to the information in the text.

**f** • Do this as an open class question. Elicit responses.

# **Extra support**

At this point you could go through the extract with the class, pointing out useful expressions and eliciting / explaining the meaning of new words and phrases.

# 2 VOCABULARY personality

- **a** Tell SS to cover the text and try to remember the ten adjectives / phrases that were highlighted in the text.
- Tell SS to go to Vocabulary Bank Personality on page 146. Focus on section 1 Adjectives and phrases to describe personality and get SS to do it individually or in pairs. Check answers and drill pronunciation where necessary. Draw SS' attention to the fact that phonetic transcriptions are given for words where the spelling/pronunciation relationship is unusual and that stressed syllables are underlined.



1	vain	13	ambitious
2	conscientious	14	loyal
3	open-minded	15	wise
4	insincere	16	calm
5	eccentric	17	possessive
6	easygoing	18	reserved
7	well-balanced	19	immature
8	stubborn	20	impulsive
9	assertive	21	irritable
10	cheerful	22	arrogant
11	self-confident	23	optimistic
12	insecure	24	funny

- Highlight that the phrases used in the chart (*She's the kind of person who ...*, *He's good at ...*, *He tends to ...*, etc.) are often used to describe someone's personality instead of using specific adjectives. They are also useful for paraphrasing if SS don't know or can't remember a specific adjective.
- You may also want to tell SS that the opposite of *open-minded* is *narrow-minded* and that a common synonym for *stubborn* is *obstinate*.
- Focus on section 2 Adjective suffixes and the chart, and go through the different adjective endings. Point out to SS that knowing typical endings will help them recognize that words are adjectives when they are guessing words from context. Ask them to try forming an adjective from verbs or nouns they already know.
- Give SS a few minutes in pairs to do 2b and c. Check answers, and model and drill pronunciation. Make sure SS know the difference between sensible and sensitive.

b	-ible	-able	-ful	- <b>y</b>
	sensible	reliable	forgetful	moody
	-ive	-ous	-al	-ic
	sensitive	adventurous	critical	pessimistic

c sensible = able to make good judgements
 reliable = can be trusted to do something well
 forgetful = often forgetting things
 moody = having moods that change quickly and often
 sensitive = able to understand other people's feelings
 adventurous = willing to take risks and try new ideas
 critical = expressing disapproval
 pessimistic = expecting bad things to happen

### **Extra challenge**

Alternatively, quickly elicit a phrase to describe each of the adjectives, e.g., a person who has a lot of common sense, etc.

• Now focus on section 3 Idioms. Several of the Vocabulary Banks include a short Idioms section. We have tried to choose idioms that we think native speakers really use rather than including some of the more obscure/old-fashioned idioms. Give SS a few minutes to match the idioms and definitions. Check answers, and ask SS if they have a similar idiom in their language for the different personality types.

#### 1 C 2 B 3 D 4 A

• Finally, focus on the final instruction "Can you remember the words on this page? Test yourself or a partner."

#### **Testing yourself**

For **Adjectives** and phrases to describe personality SS can cover the column on the right and try to remember the adjectives by reading the definitions. For **Adjective** suffixes they can cover the adjectives in the chart, look at the endings, and try to remember two adjectives for each ending. For **Idioms** they can cover the idioms, look at the definitions in **b**, and try to remember them.

#### Testing a partner

Alternatively, SS can take turns testing each other. **B** closes the book and **A** defines or explains a word for **B** to try and remember, e.g., *What do you call a person who doesn't panic in a crisis?* After a few minutes, SS can change roles. In a monolingual class, SS could also test each other by saying the word in their L1 for their partner to say in English.

**Study Link** SS can find more practice of these words and phrases on the MultiROM and on the *American English File 4* Website.

- Tell SS to go back to the main lesson on page 9.
- **c** Focus on the task, and remind SS that if the sentence requires a negative adjective, they will have to add a negative prefix, e.g., *un*-, *in*-, or *dis*-. Give SS a few minutes to complete the task. Check answers.

2 talkative
3 unreliable
4 cheerful
5 insincere
6 imaginative
7 dishonest
8 inconsiderate

# **3 PRONUNCIATION** using a dictionary to check word stress

#### **Pronunciation notes**

SS at this level will already be familiar with the fact that multisyllable words are stressed more strongly on one of the syllables. Here, SS are introduced to the idea that some words have secondary stress, i.e., have another syllable that is also stressed, but less strongly. This is frequent in long or compound nouns/adjectives, e.g., communication/kə,myunə'keɪʃn/ and open-minded/,oupən-'maindəd/. It is worth pointing this out to SS as they sometimes get confused by the secondary stress symbol in the dictionary, but emphasize that when they look up a word, the most important thing is to check where the main stress is.

- **a** Focus on the information box and go through it with SS. Then focus on the task and give SS a few minutes to underline the syllable with the main stress.
- **b** 1.4 Play the CD once or twice for SS to check. Then check answers. Suffixes and negative prefixes are not stressed. You may want to point out that *conscientious*, *unsociable*, and *immature* also have secondary stress.



CD1 Track 5

- 1 arrogant
- 2 assertive
- 3 <u>irr</u>itable
- 4 creative
- 5 considerate
- 6 conscientious
- 7 possessive
- 8 loyal
- 9 stubborn
- 10 impatient
- 11 unsociable
- 12 immature
- Put SS in pairs. Get them to take turns reading the sentences to each other, focusing on stressing the adjectives correctly. Check by getting individual SS to read the five sentences.

#### 4 SPEAKING

- Focus on the GET IT RIGHT box and on the task. Then put SS into groups of three or four. Give them time to discuss each type of person and exchange ideas. Get each group to appoint a note taker to take notes after they have discussed each type of person so that groups can share their answers with the class.
- Monitor and help with any words they need while they are talking.
- Get feedback asking one group what they think makes *a bad roommate*, another group *a bad traveling companion*, etc. Then ask the other groups if they agree.

#### Extra support

You could start by eliciting ideas from the whole class, e.g., about what makes a bad roommate, and writing their ideas on the board.

### Extra challenge

Alternatively, you could also get SS to describe the opposite type of person for each case, e.g., a good roommate.

# MINI GRAMMAR the ... the ... + comparatives

- This regular feature focuses on extra, smaller grammar points that come out of a reading or listening. Go through the examples and then the rules.
- Explain that:
  - the + comparatives (+ pronoun or noun) come at the beginning of a phrase.
  - occasionally we just use the two comparatives,
     especially when one of them is better, e.g., the sooner
     the better or the bigger the better.
  - you shouldn't separate the more, etc. from the adjective / adverb it goes with, e.g., The more interesting the book is, the more slowly I read NOT Themore the book is interesting ...
- Elicit sentence 1 from the whole class and write the answer on the board (*The more you study, the more you learn*). Then get SS to do the other three. Check answers.

- 1 The more you study, the more you learn.
- 2 The sooner we leave, the earlier we'll get there.
- 3 The more sociable you are, the more friends you have.
- 4 The happier you are, the nicer you are to other people.

#### Extra support

If you think your class needs more practice, use the extra photocopiable exercises on page 181.

# 5 1.5 SONG You gotta be

 This song was originally made famous by Des'ree in 1994. If you want to do this song in class, use the photocopiable activity on page 231.

#### 1.5

CD1 Track 6

#### You gotta be

Listen as your day unfolds, Challenge what the future holds Try and keep your head up to the sky

Lovers they may cause you tears Go ahead release your fears Stand up and be counted Don't be ashamed to cry

You gotta be...

#### Chorus

You gotta be bad You gotta be wiser You gotta be hard You gotta be tough You gotta be stronger You gotta be cool You gotta be calm You gotta stay together All I know, all I know Love will save the day

Herald what your mother said Read the books your father read Try to solve the puzzles in your own sweet time Some may have more cash than you Others take a different view My oh my

#### Chorus

Time asks no questions, it goes on without you Leaving you behind if you can't stand the pace The world keeps on spinning, can't stop it if you tried to

The best part is danger staring you in the face

Remember, listen as your day unfolds, etc.

### 6 LISTENING & READING

Focus on the task, and model and drill the pronunciation of *psychic* /'saɪkık/. Ask the questions to the whole class. Focus on the photos and ask SS what they can see (a psychic with a crystal ball, a palm, a woman with Tarot cards) and if they believe any of these things can really help predict someone's future.



- You could ask for a show of hands to find out what proportion of the class believes in psychics and what proportion is skeptical /'skeptikl/ (i.e., find it difficult to believe).
- **b** 1.6 Tell SS that they are going to listen to a journalist talking about her visit to a psychic and emphasize that this is a true story. You could also tell SS that the journalist has a light Irish accent.
  - Focus on the instructions. Get SS to read the three questions for Part 1. Play the CD once and get SS to answer the questions in pairs orally. Play the CD again and then check answers.
    - 1 Positive Sally's office was more normal than she expected, and Sally looked kind and sincere.
    - 2 Are you married? and Do you have any children?
    - 3 Because she mentions two things that don't mean anything to Jane, i.e., the name Caroline and Australia.

CD1 Track 7

(audioscript in Student Book on page 121)

J = Jane, S = Sally

- J When I arrived, I was shown into Sally's office which was much more normal than I'd expected. Sally looks like a kind and sincere woman. She says that she inherited from her grandmother the ability to "see" the past and future of other people. First, she asked me a few basic questions was I married, did I have children, and so on. However, her next questions surprised me...
- s Who's Caroline?
- J I don't know. I don't know anybody named Caroline.
- s Well, somebody named Caroline is going to have a powerful and positive effect on your finances... Australia is very important in your life.
- J It is? I've never been to Australia.
- s Well, you'll be going there very soon.
- 1.7 Focus on sentences 1-5 in Part 2, and give SS time to read them. Play the CD once and get SS to answer together orally. Play the CD again and check answers. Get SS to say why the F sentences are false.
  - 1 T (She grew up there.)
  - 2 F (He is someone she already knows.)
  - 3 T (She's 5 feet 10 inches.)
  - 4 F (It is his brain that will attract her.)
  - 5 F (She can't think of anyone who fits the description.)

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CD1 Track 8

(audioscript in Student Book on page 121)

- S Another place that's very important in your life is Ireland.
- Yes, that's true. Ireland does play a big role in my life. In fact, I grew up there.
- S Ireland is a place where you will find answers to a lot of your problems. Look for the Irish connection. I'm very, very optimistic that an Irish man is going to be "the one for you."
- J Ah, very interesting! What does he look like?
- s He's very tall.
- J Hmm. That's good I'm five-foot-ten myself.
- s And he's highly intelligent. In fact, it's his brain that will really attract you to him. He's a distinguished public figure maybe a professor?

- J So, when am I going to meet him?
- S Actually, you already know him. You just don't think of him in that way.
- J I immediately started thinking about all the people I know, but, to be honest, I couldn't think of anyone who fit the description.
- 1.8 Focus on sentences 1–3 in Part 3, and give SS time to read them. Play the CD once and get SS to choose the best option together orally. Play the CD again and check answers.
- Ask SS what they think Jane probably feels at this point (skeptical but perhaps interested in "the Irish man").

#### 1 a 2 b 3 b

1.8

CD1 Track 9

(audioscript in Student Book on page 121)

- J I decided to ask Sally some questions myself. What about my health?
- S Let's see, your mother suffers from headaches, doesn't she?
- J Yes, she does, as a matter of fact. She gets bad headaches.
- s Well, you'll need to watch out for headaches, and so will your mother, because hers are going to get worse. But in general, you're a healthy woman, and you'll have a long life without any major illnesses... but you must never be tempted to have plastic surgery if you do, it will go horribly wrong.
- J So far it was all very positive, but I wasn't really convinced. It was only when she started talking about my children that I really started listening.
- s Your son, Conor, is a lot like you. He's good with language, and he may end up working with words, maybe a poet or a songwriter.
- J In fact, he does like words and writing, and last week he won a poetry prize at school.
- s But your daughter, Clara, is more like your exhusband. She's not good with words at all.
- J It's true! They're both dyslexic. This was beginning to make me wonder...
- c Now focus on the Tricks of the trade? text and elicit that the title means tricks or irregular practices associated with certain jobs. Focus on the task and check that SS understand flatter (= to say something very positive about someone that may not necessarily be true). Set a time limit for SS to match the titles to the paragraphs. Check answers and elicit / explain / translate the meaning of any problematic vocabulary.

# 1 C 2 D 3 A 4 B

**d** • Now play the three parts (1.6, 1.7, and 1.8) of the audioscript again. Pause after each section, and ask SS if Sally uses any of these "tricks."

In part 1 she gets information from the client (Are you married?, etc.) and uses a name. In part 3 she identifies a common medical problem (headaches).

**e** • 1.9 Focus on the task. Then play the CD once. Get SS to check with a partner, and then play the CD again. Check answers.

She thinks Sally is good at judging people's character but doesn't have any special abilities. However, since she saw Sally, she started seeing a professor who invited her to go to Australia – two things that Sally predicted.



#### CD1 Track 10

(audioscript in Student Book on page 121)

- J I left Sally's office feeling very positive. She gave me a recording of our conversation on a CD because she said I needed to listen to everything she had told me a few times. When I got home, I put on the CD. When I listened again, I realized that for each thing that Sally got right, she got several things wrong. I came to the conclusion then that Sally doesn't have any paranormal abilities. She is just very good at judging people's character and makes good guesses about their lives from the information she gets from them. But strangely enough, I've recently started seeing a lot more of an old friend of mine who is a professor. He's not Irish, but he just invited me to join him on a lecture tour... of Australia.
- Finally, remind SS that this is a true story and ask them if it has changed their attitude to psychics at all.

# **Extra support**

If there's time, you could get SS to listen again to 1.6–1.9 with the audioscripts on page 121. Translate/explain any new words or phrases.

 f • Do this as an open class question and see if SS have any anecdotes.

# 7 **GRAMMAR** auxiliary verbs

- **a** Focus on the task and give SS a few minutes to circle the correct auxiliary verbs. Let them compare with a partner.
- **b** 1.10 Now play the CD for them to check. Check answers.

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1.10

CD1 Track 11

- 1 Australia is very important in your life. It <u>is</u>? I've never been to Australia.
- 2 Another place that is very important in your life is Ireland. Yes, that's true, Ireland <u>does</u> play a big role in my life.
- 3 Let's see, your mother suffers from headaches, doesn't she?
- 4 Yes, she does, as a matter of fact.
- 5 Well, you'll need to watch out for headaches, and so will your mother.
- Focus on the task and get SS to do it in pairs. Check answers.

#### A 4 B 2 C 3 D 1 E 5

 Tell SS to go to Grammar Bank 1B on page 132. Go through each example and its corresponding rule with the class.

### **Grammar notes**

Auxiliary verbs (*are*, *is*, *do*, *did*, *will*, etc.) and modal verbs (*can*, *must*, etc.) have a variety of uses in English and a good command of these will help SS become more proficient speakers. Most of these language rules should be familiar to SS but here they are pulled together.

#### • rule 4: echo questions

Point out that these are used especially to show interest in what someone is saying, e.g., *You did?* or *You will?* They have a rising intonation (the voice goes up).

#### • rule 5: using auxiliaries to show emphasis

This will probably be new for many SS who may find it strange to see an auxiliary verb used in an affirmative sentence. This use of auxiliaries is common when we contradict or deny what someone has said or when we want to give extra emphasis, e.g.,

- A Are you a vegetarian?
- B No, I do eat meat, but I prefer fish.
- A You can't swim, can you?
- B I can swim but not very well.

Point out that SS must stress the auxiliary verb in these sentences.

#### • rule 6: tag questions

These probably won't be new to most SS, but they are not easy to use with fluency because they require quick manipulation of auxiliaries. In many languages this kind of question is covered by the simpler "..., no?"

• Focus on the exercises for **1B** on page 133 and get SS to do them individually or in pairs. Check answers after each exercise.

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• Tell SS to go back to the main lesson on page 11.

# **8 PRONUNCIATION** intonation and sentence rhythm

#### **Pronunciation notes**

- **Short answers** [+] and [-] are usually stressed, e.g., *Do you like it? Yes, I <u>do</u>.*
- Echo questions are used to show interest in what someone is saying. The auxiliary is stressed and the intonation rises as in an ordinary question, e.g.,
   A I'm a vegetarian. B You are? The important thing is to encourage SS to use a friendly, interested intonation.
- Emphatic use of an auxiliary This is used to contradict what someone has said or to emphasize a point, e.g.,
   A You didn't lock the door. B I <u>did</u> lock the door. In these sentences the auxiliary is stressed strongly.
- So (do) I/Neither (do) I. In these responses the auxiliary is usually <u>unstressed</u> with the strong stress falling on the other two words.
- Tag questions The intonation native speakers give to a tag question depends on whether we are asking a real question or not. If we genuinely don't know the answer, we tend to use the rising intonation of a question, e.g., You haven't seen my car keys, have you? (= I don't know if you have seen my car keys). However, if we are not asking a real question but are just making conversation or asking for confirmation of something we already know to be true, our intonation falls and the tag question sounds like a statement, not a question, e.g., It's a beautiful day, isn't it? (= I know you will agree with me).



1.11 Focus on the dialogue and the task. Play the CD once. Get SS to compare answers and then play the CD again for SS to check. Check answers.

#### 1.11

CD1 Track 12

- A What's your sister like?
- B Well, she's kind of shy and quiet.
- A She is? So is my brother.
- B Isn't your brother a doctor?
- A That's right. And your sister works in a bank, doesn't she?
- B No, she <u>doesn't</u>. She's a journalist.
- A Oh that's right, you <u>did</u> tell me, but I forgot. I think they'd probably get along well.
- B You do? But if my sister doesn't talk much and neither does your brother...
- A Yeah, I see what you mean. We probably <u>shouldn't</u> introduce them.
- **b** Play the CD again pausing after each line and get SS to copy the rhythm and intonation. You may want to point out:
  - the interested intonation in the echo question *She is?*
  - the falling intonation in the tag question *doesn't she?*, where **A** is simply checking information.
  - Give SS a few minutes to practice the dialogues, changing roles when they get to the end. Monitor and help them with their intonation.
- a sentence, preferably with some quite surprising information, for SS to respond with an echo question, e.g., *I don't drink coffee* (to elicit *You don't?*).
  - Tell SS that after each sentence, there will be a beep and then a pause for them to say the echo question.
  - Then play the CD, pausing after each sentence / beep to elicit the echo question. Encourage SS to use interested intonation. Repeat, this time getting individual SS to respond.

#### 1.12

CD1 Track 13

- 1 I saw your brother last night. [beep, pause] You did?
- 2 I don't like seafood. [beep, pause] You don't?
- 3 I'd like to live in Australia. [beep, pause] You would?
- 4 I haven't been sleeping well recently. [beep, pause] You haven't?
- 5 I'm not very good at sports. [beep, pause] You aren't?
- **6** My mother is a doctor. [beep, pause] She is?
- 7 I was born in Vietnam. [beep, pause] You were?
- 8 My father can't drive. [beep, pause] He can't?

#### Extra idea

Get SS to think of three quite surprising / unusual facts about themselves and write them down. They then tell a partner to get them to respond with an echo question.

- **d** Focus on the task and give SS time to complete the sentences about themselves. Then focus on the first sentence and the response column. Make sure SS are clear that they should first respond with an echo question, and then say if they are the same (*Neither am I*) or different (*I am*).
  - Demonstrate the activity first by completing the first two sentences for yourself and getting SS to respond. Then put SS in pairs and get them to respond to each other.

#### Extra support

If you think your SS are going to find the responses difficult, elicit what the alternatives are for the last three sentences and write them on the board, i.e.,

You don't? Neither do I./I do.

You have? Neither have I./I have.

It is? So is mine. / Mine isn't.

- e Sit SS in pairs, **A** and **B**, preferably face to face. Tell them to go to **Communication** *You're psychic, aren't you?*, **A** on page 116, **B** on page 119.
  - Go through the instructions and make sure SS know what they have to do. Elicit that when they check their guesses, they should be using rising intonation on the tag questions unless they are 100% sure of the information.
  - Get feedback to find out who was the most psychic in each pair.

# **Extra photocopiable activities**

#### Grammar

auxiliary verbs page 159

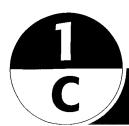
### Communicative

A walk through the forest page 197 (instructions page 188) **Song** 

*You gotta be* page 231 (instructions page 229)

#### **HOMEWORK**

Study Link Workbook pages 7–9



- **G** present perfect (simple and continuous)
- V illness and treatment
- P consonant and vowel sounds

# You're the doctor!

# **Lesson plan**

In this lesson, SS review and extend their knowledge of the present perfect (simple and continuous). These verb forms are problematic for most SS, as their use with *for* and *since* is usually expressed with a different form in many other languages. The lesson topic is illness and treatment. In the first half of the lesson, the angle is first aid, and SS' own knowledge is tested and discussed. In the second half, the angle is a controversial article, which argues that certain kinds of stress can actually be good for you. SS expand their vocabulary of medical words to describe symptoms, illnesses, and treatment. The pronunciation focus is on consonant and vowel sounds, and how phonetic symbols in a dictionary can help you to pronounce words correctly.

# Optional lead-in (books closed)

 Mime that you have a headache, and elicit and write on the board

#### I have a headache.

• Then ask SS what other parts of the body can be used as a noun with *ache*, and elicit the following sentences:

I have a stomachache.

I have a backache.

I have a toothache.

I have an earache.

# 1 SPEAKING & VOCABULARY illness and treatment

- **a** Books open. Focus on the quiz *You're the doc!* and the task. Give SS, in pairs, a minute to read about the two situations and choose a, b, or c.
  - Ask SS what they think the highlighted words mean, and explain / translate / mime or show from the illustrations.

nosebleed = blood is coming out of your nose
blood pressure = the pressure of blood as it travels
around your body; it can be high or low

pinch = take something between your thumb and first finger and squeeze hard

**burns** = injures by fire or heat

**hurts** = causes physical pain

**blisters** = swellings on the surface of the skin that are filled with liquid, e.g., which you can get on your feet if your shoes are too tight

**antiseptic cream** = cream that helps prevent infection

- Find out which answers SS chose, but don't tell them yet if they are right or wrong.
- **b** Tell SS to go to **Communication** *You're the doc!* on page 116 and check their answers. Get feedback to see how many SS got the right answers.

c • Tell SS to go to Vocabulary Bank Illness and treatment on page 147. Get them to do section 1 Symptoms individually or in pairs. Check answers and drill pronunciation where necessary. Some of the words may be similar in SS' L1, e.g., diarrhea, but the pronunciation is likely to be different.

a 1 a blister.

2 a rash.

3 a cough.

4 a pain (in his chest).

5 a headache.6 a temperature.

7 Her back hurts/aches.

8 She's sneezing a lot.

**9** His ankle is swollen.

10 He's throwing up.

11 Her finger is bleeding.

• Explain that *cough* is both a noun and a verb.

**b** 1 B/D 2 F 3 A 4 C 5 D/B 6 E

- Explain that *ache*, *hurt*, and *pain* can all be used to describe the same thing, e.g., *I have a pain in my back*, *My back hurts*, *My back aches*. There is a slight difference between *ache* and *hurt*: *ache* = a continuous, dull pain; *hurt* = often stronger (especially sudden) pain, e.g., *Ouch! That hurts! Ache* is used both as a noun and a verb whereas *hurt* is generally used as a verb.
- Explain that *throw up = vomit*. We sometimes say, "I'm going to *be sick = throw up*." Also explain that *swallow* means to make food, drink, etc., go down your throat into your stomach.

### Extra challenge

If you didn't do the optional lead-in, tell SS which other words can be combined with *ache* and elicit *earache*, *toothache*, *stomachache*, and *backache*, and drill the pronunciation.

 Focus on section 2 Illnesses and injuries and give SS time to do the exercise. Check answers and drill pronunciation where necessary.

1 I 2 E 3 H 4 G 5 A 6 B 7 C 8 D 9 K 10 J 11 F

- Now focus on section 3 Treatment. Give SS a few minutes to write the words in the treatment column. Check answers and drill pronunciation where necessary. Check also that SS understand and can pronounce the words in bold in each sentence.
- Elicit / point out that *medicine* is usually uncountable, *rest* means to relax and not do anything, *a specialist* is a doctor who is an expert in a particular area, *a scan* is a medical test where an image of the inside of the body is produced on a computer screen, *stitches* are pieces of thread used to close a cut, *a needle* is a thin piece of metal on the end of a syringe, *a wound* is a general word for an injury on the body, especially when there is a cut or hole.



- 1 medicine
- 2 rest
- 3 specialist
- 4 X-ray
- 5 stitches
- 6 injection
- 7 bandage
- 8 operation
- Finally, focus on the instruction "Can you remember the words on this page? Test yourself or a partner."

#### Testing yourself

For **Symptoms a**, SS can cover the words and look at the pictures, and for **Symptoms b** they can cover sentences 1–6, look at A–F, and try to remember 1–6. In **Illnesses and injuries** they can do the same thing with 1–11, and in **Treatment** they can cover the **treatment** column and try to remember the words.

#### Testing a partner

See **Testing a partner** page 18.

Study Link SS can find more practice of these words and phrases on the MultiROM and on the *American English File 4* Website.

• Tell SS to go back to the main lesson on page 12.

#### 2 PRONUNCIATION consonant and vowel sounds

#### **Pronunciation notes**

At this level, you should be encouraging SS to check the pronunciation of new words in their dictionary. SS who have used previous levels of *American English File* should be fairly confident with phonetic symbols. If your SS are new to the series, you will need to explain to them that the sound pictures show the phonetic symbols and give a clear example of a word with the target sound to help them to remember the pronunciation of the symbol. There is one for each of the 45 sounds of English. SS will find the chart and more example words in the **Sound Bank** on page 158.

• 1.13 Focus on the information box and go through it with SS. Then focus on words 1–6 and give SS, in pairs, a few moments to practice saying them. Then elicit the words from individual SS, and finally play the CD for them to check. If SS are having problems with the pronunciation, play the CD again and pause after each word for SS to repeat.

1.13 Tell		CD1 Track 14
1 cough 2 heart 3 asthma	<ul><li>4 bruise</li><li>5 blood</li><li>6 diarrhea</li></ul>	,

- **b** Now focus on the four sound pictures and elicit the words and consonant sounds (shower /ʃ/; jazz /dʒ/; chess /tʃ/; keys /k/). Then give SS time to put the words in the right columns. Get them to compare with a partner. Check that SS know the meaning of *choking* (= unable to breathe because the passage to your lungs is blocked and you cannot get enough air).
- c 1.14 Play the CD for SS to check their answers. Then play it again, pausing after each word for SS to repeat.

1.14	CD1 Track 15
/ <b>ʃ</b> /	infection pressure rash
	specialist unconscious
/d3/	allergy bandage GP injection
/t∫/̈́	checkup choking temperature
/k/	ache ankle stomach

- **d** Now tell SS to go to the **Sound Bank** on page 160. Explain that here they can find all the sounds of English, their phonetic symbols, and the typical spellings for these sounds plus some more irregular ones.
  - Focus on the four sounds that SS have just been working on and the typical spellings. Point out that they have to be careful with *ch* because although it is usually pronounced /tʃ/, it can also be /k/ as in *stomach* or occasionally /ʃ/ as in *machine*.

Study Link SS can find more practice of English sounds on the MultiROM and also on the *American English File 4* Website.

 Focus on the task and give SS a few moments to ask and answer in pairs. The focus here is on recycling the vocabulary rather than getting involved in a conversation about illnesses.

See Vocabulary Bank page 147

# **3 READING & LISTENING**

- **a** Focus on the texts and photos and divide SS into pairs, **A** and **B**. Set a time limit for each of them to read their article. Monitor and help with any vocabulary they are having problems with while they read, and encourage them to use the photos to help.
- **b** Focus on the task and elicit the meaning of *first aid* (= simple medical treatment that is given to someone before a doctor comes). Encourage SS to communicate their story using their own words and not just read it aloud. Monitor and help.
- When both SS are clear about the two stories, tell them to decide who they think did the right thing and why. Elicit ideas but don't tell them the answer yet.

#### Extra support

Elicit the two stories from the class, and mime the actions that the TV presenter and Peter's mother did. Then do the discussion as an open class question.

- **d** 1.15 Now tell SS they are going to find out what happened. Focus on question 1. Play the CD once. Get SS to check answers and then play it again. Check answers.
  - 1 When the presenter put her arms around Mrs.
    Johnson's waist and pulled hard inward and upward,
    the piece of steak came out. She did exactly the
    right thing.



 Ask SS if anybody heard the name of the technique the TV presenter used (the Heimlich maneuver – you may need to write it on the board) and also where she learned first aid from and what she thinks about learning first aid.

#### 1 15

CD1 Track 16

(audioscript in Student Book on page 121) When I saw the lady's face, I knew it was really serious. Her face was starting to turn blue. I put my arms around her waist, and I pulled hard in and up three times, and the piece of steak came out. Then I just put my arm around the lady and gave her a hug. I knew exactly what to do because before I started to work as a television presenter, I used to be a flight attendant. We were taught a lot about first aid. The technique I used is called the Heimlich maneuver, and it's what you should do when someone is choking. I must admit I was a little bit embarrassed by all the attention I got in the restaurant, and then the next day the story was in all the newspapers. But I'm very glad I was there to help. And maybe this story will make people think about learning first aid. I really think it's something that should be taught in school. It's so important!

- 1.16 Now focus on question 2. Play the CD once. Get SS to check answers and then play it again. Check answers.
  - 2 Peter started coughing after his mother managed to touch the tomato with her fingers, and the tomato came out. His mother did the right thing by hitting him on the back, but she should not have put her fingers down his throat.
- Ask SS why she shouldn't have put her fingers down his throat (she could have pushed the tomato further down) and what she should have done (called 9-1-1).

#### 1.16

CD1 Track 17

(audioscript in Student Book on page 121) I knew I was hurting Peter, but I kept on pushing my fingers down his throat. I managed to touch the tomato with two of my fingers and I was able to move it a little. That was enough – Peter started coughing, and the tomato came out.

But I was very lucky. Afterward, I found out that my ignorance of first aid had nearly killed my son! Hitting Peter on the back was OK, but putting my fingers down his throat was a big mistake. I could have pushed the tomato even further down his throat, and he could have died. I made every mistake possible and nearly killed him because of my ignorance. I should have called 9-1-1 right away because I don't know first aid, and the emergency operator would have told me exactly what to do... and what *not* to do.

• Finally, ask SS what they would have done if they had been with someone who was choking.

### Extra support

If there's time, you could go through the text with the class, pointing out useful expressions and eliciting / explaining the meaning of new words and phrases. You could also look at the audioscripts on page 121 so that the SS can see exactly what they understood / didn't understand.

#### **4 SPEAKING**

- Focus on the GET IT RIGHT box and remind SS that when they don't know a word, there are strategies they can use to continue, e.g., paraphrasing or even miming.
- Then focus on the flow chart. Give SS time to interview each other. Monitor and help, encouraging SS to paraphrase if they are stuck for a word.
- Get feedback about SS' experiences of first aid, and check answers to the last three questions.
  - a If the sting is on the body, put ice on it for about ten minutes. If the person has been stung on the mouth or throat, give him/her an ice cube to suck. If the person starts to show an allergic reaction, call an ambulance or go to the ER.
  - b Call an ambulance or go to the ER. While you are waiting for help, cover the person with a coat or blanket. Open the person's mouth and check breathing.
  - c If the person is conscious, help them into a comfortable position and ask what he/she has taken. Call an ambulance or go to the ER. Do not try to make the person vomit. Look for any empty medicine bottles or containers and give them to the doctors or ambulance crew.

# **5 GRAMMAR** present perfect (simple and continuous)

- Exercises highlighted as Check what you know provide some useful review of what SS should know before dealing with the new grammar point. If the majority of the class has problems with this exercise, we suggest you get them to look at the corresponding Workbook exercise and go through the basic rules before starting the new grammar.
  - Focus on the highlighted phrases and give SS time to correct the mistakes in pairs. Check answers.
    - 1 A ✓ B X I broke ...
    - 2 X How long has ...
    - 3 **/**
    - 4 A / B / ... I went ...
    - 5 X They have been married ...
    - 6 X I've known ...
  - If SS are having problems, go to the Workbook page 11. Go through the rules and do the exercise.
- 1.17 New grammar indicates that SS are about to move on to something new for their level. Focus on the jokes and the instructions. Point out that often the best way to choose between two words or verb forms is to use your instinct and choose what sounds / feels right. SS at this level have been exposed passively to a lot more grammar than they have actively studied and will often have a feel for what is right without being able to explain why.
  - Give SS time to choose the right form. Then play the CD once for SS to check. Check the correct answers.

See **bold** verbs in audioscript



1.17 Patient	CD1 Track 18 Doctor, my son has swallowed my pen. What should I do?
Doctor	Use a pencil until I get there.
Patient	You look exhausted! Yes. <b>I've been running</b> after a cat.
Patient	After a cat? Yes, doctor. I think I'm a dog. I see. How long has this been going on?
	Since I was a little puppy.  OK. Just lie down here on the couch, and we'll talk about it.
	I can't! Why not?
	I'm not allowed on the furniture.
Doctor Patient Doctor Patient	Have they sent you the results of my tests yet? Yes. The news isn't good, I'm afraid. How long do I have to live, doctor? Ten Ten WHAT? Months? Weeks? Nine, eight, seven, six

 Tell SS to go to Grammar Bank 1C on page 132. Go through each example and its corresponding rule with the class.

#### **Grammar notes**

- present perfect simple (rules 1-6) and present perfect continuous (rules 1-3)
  - SS at this level should already have a reasonable grasp of the uses referenced here for the two tenses.
- present perfect simple or continuous? (rules 1 and 2)

  SS may not be clear about when both tenses are possible, e.g., How long have you lived/have you been living here? (i.e., action verbs with How long? + for and since).

  Point out that the present perfect continuous emphasizes both the continuity and/or temporary nature of an action, e.g., I've been waiting for you for two hours! is more common than I've waited ...
- for and since. SS should be very familiar with how these words are used (for = period of time, since = point of time), but you may want to point out that for is omitted with all day/morning/night, etc., e.g., I've been working all morning NOT ... for all morning.
- Focus on the exercises for 1C on page 133 and get SS to do them individually or in pairs. Check answers after each exercise.
  - a 1 🗸
    - 2 has called
    - 3 they've been playing
    - 4 He hasn't seen
    - 5 I've never met
    - 6 **/**
    - 7 I've been cleaning up
    - 8 We've already had
    - 9 have you had
  - 10 has left

- b 1 've known
  - 2 Have you been running?
  - 3 hasn't done
  - 4 they've moved
  - 5 have Laura and Adam been going out/have Laura and Adam gone out
  - 6 haven't had
  - 7 've been driving
  - 8 Have you been eating

- Tell SS to go back to the main lesson on page 14.
- **d** This is an oral grammar practice activity. Focus on the task and questions. Elicit that the first question will be in the simple present or present continuous, but the second one will be either the present perfect simple or present perfect continuous. Point out that in question 4 they should choose between *school* or *work* as appropriate.
  - Check that SS know which verb forms to use. Encourage them not to write down the questions but to just use the prompts.

### **Extra support**

Give SS time to think what the questions are. Then demonstrate the activity by eliciting the questions from SS and answering them yourself. You could then write the questions on the board.

- 1 Do you drink enough water? How many glasses have you drunk today?
- 2 Do you get any physical exercise? What kind? How long have you been doing it (playing tennis, going to a gym, etc.)?
- 3 Do you eat a lot of fruits and vegetables? How many servings have you had today?
- 4 Do you walk to school / work? How far have you walked today?
- 5 Do you smoke? How long have you been smoking? How many cigarettes have you had today?
- 6 Are you taking any vitamins right now? How long have you been taking them?
- 7 How many hours do you sleep a night? Have you been sleeping well recently?
- 8 Are you allergic to anything? Have you ever had a serious allergic reaction?
- Give SS time to ask and answer the questions in pairs.
   Monitor and correct any mistakes with the present perfect.

#### 6 READING

a • Do this as an open class question and elicit ideas.
 Accept all reasonable possibilities, e.g., sleeping problems, headaches, stomach problems, high blood pressure, etc.

#### Extra support

You may want to pre-teach the word *cell* (= the smallest unit of living matter that can exist on its own) to help SS to understand the text.

- **b** Focus on the instructions and give SS time to read the situations and choose the three they think are most stressful. Get them to compare with a partner. Get feedback.
- **c** Now set a time limit for SS to read the article once and check the activities that are bad for you. Check answers and find out if they were in the SS' top three.
  - SS should have put a check next to Being stuck in a traffic jam ... and Taking care of a family member with a chronic illness.
  - Then ask SS what the article says about the others.
     They are examples of "good stress."

 Focus on the task. Get SS to do it individually and then compare with a partner and justify their choices. Point out that two of the options are true, but SS must decide which one is the main idea of the paragraph. Check answers.

#### 1 b 2 c 3 b 4 a

- e SS now focus on some more medical words and phrases that appear in the article. Explain that the number in parentheses after the definitions refers to which paragraph the word is in. Elicit the first one from the class and write it on the board (cut down). Then give SS time to find the others.
- f Check answers and elicit the correct pronunciation from the SS.

#### Extra idea

You could give a dictionary to a student and ask him/her to look up the more difficult words (e.g., *disease*, *muscles*) to check the pronunciation by looking at the phonetic transcriptions and then trying to say it correctly.

- 1 cut down
- 2 chronic / 'kranık/
- 3 beneficial /benə'fısl/
- 4 strengthen /'strεŋkθən/
- 5 cells/selz/
- 6 damage / dæmid3/
- 7 disease /dr'ziz/
- 8 harmful /'harmfl/
- 9 muscles / masls/
- You may want to explain the difference between illness and disease.
  - illness (n) = the general term for the state of being unwell, e.g., My uncle has a serious illness. disease (n) = is used for infectious illnesses, e.g., malaria, and for illnesses affecting the organs, e.g., She has heart disease.
- **g** Either get SS to discuss the questions in pairs, or elicit answers from the whole class.
  - Finally, tell SS to go to **Phrasal verbs in context** *File 1* on page 157 and complete the phrasal verbs that have come up in this File. (Answers on page 153)

# Extra photocopiable activities

#### Grammar

present perfect simple and continuous page 160

#### Communicative

**Doctor**, **doctor** page 198 (instructions page 189)

#### Vocabulary

Split crossword page 221 (instructions page 219)

#### **HOMEWORK**

Study Link Workbook pages 10–12



# Lesson plan

This is the first in a series of seven Colloquial English lessons where SS practice listening to completely unscripted authentic spoken English. Each of these lessons picks up on one of the topics of the preceding File and consists of an interview with a person who has some expertise related to the topic. This is followed by short street interviews where members of the public give their opinions on an aspect of the same topic.

These lessons give SS opportunities to practice listening to the kind of English they will hear if they go to an English-speaking country. The level of challenge in these listening exercises is higher than in the listening exercises in the A–C lessons, something that should be pointed out to SS. Encourage them to feel happy with their progress if they can get the "gist" of these interviews, rather than a detailed understanding. We suggest that teachers let SS have a final listen while reading the audioscripts. This will let them see what they did or didn't understand and help them develop their awareness of features of spoken English, e.g., running words together, leaving out pronouns, etc. In both parts of the lesson, there is a focus on colloquial expressions used by the speakers.

In the first part of this lesson, the person interviewed is Joyce Levine, an astrologer and author with over 25 years of experience in astrological consulting. In the second part, people on the street are asked what their star signs are, if they read horoscopes, and if they think star signs have an influence on someone's personality.

Study Link These lessons are on the American English File 4 Video, which can be used instead of the Class Audio CD for these lessons (see Introduction on page 9). SS can get more practice on the MultiROM, which contains more of the short street interviews with a listening task and audioscripts.

# **Optional lead-in** (books closed)

 Ask SS if they can remember who Sally was in lesson 1B, and elicit that she was a psychic. Then ask SS what other kinds of fortune-tellers there are, e.g., clairvoyant, palmist, astrologer. Now tell SS that they are going to hear a real interview with Joyce Levine, who is an experienced astrologer.

#### THE INTERVIEW

 Books open. Focus on the photos and get SS to tell you what they can see.

A woman (Joyce Levine) and a (birth) chart.

• Now focus on the task and on the glossary. Go through it with the class, eliciting from them how to pronounce the words and phrases. You may also want to pre-teach the words *intimidating* (=making someone feel afraid or less confident), *compassion* (=sympathetic feelings for someone who is having difficulties), *intersection* (=where two or more things meet).

- **b** 1.18 Focus on the task. Put SS in pairs and give them time to read the questions. Encourage SS not to write anything down when they listen the first time. They should listen and try to get the gist of what the speakers are saying and then discuss the questions with their partner.
  - Play the CD once (part 1). Give SS time to discuss the
    questions and tell each other what they understood.
     Then play the CD once or twice more. This time SS
    might want to jot down things they heard to help them
    remember the answers to the questions. Check answers.
    - 1 How they affect human nature.
    - 2 You have to be good with people, have compassion, counseling skills, and business skills.
    - 3 Go over the person's birth chart.
    - 4 The person's temperament, personality, character, family background, work life, relationships, and aspirations.
    - 5 To some extent (within a range). Life cycles are predictable but humans also have a choice what to do with them.

#### ା 1.18 🖜

CD1 Track 19

(audioscript in Student Book on page 121)

#### I = Interviewer, J = Joyce Levine

- I Joyce Levine is an astrologer and author of books on astrology. What does an astrologer do?
- J What an astrologer does is give people a better understanding of themselves – why they are the way they are and what they can do with that in life.
- I What kind of knowledge does an astrologer need to have?
- J There's really a wide body of knowledge that you have to learn to... to be able to interpret what the planets mean. So you have to know the meanings of the planets in terms of how they affect human nature.
- I And what skills do you have to have?
- J One, you have to be good with people. When a person walks in my door, I've never seen them before and in two hours I'm going to tell them very personal things about themselves. So I have to be able to establish a rapport, I have to be not intimidating, because some of the... some of the information that I give them may be hard to listen to. And so you need a sense of compassion, you need counseling skills. And if you're going to be self-employed, you need business skills.
- I What do you do when somebody comes to see you?
- J Before I see someone, I calculate their chart, which is based on their date, their time, and their place of birth. And then when they come in for an appointment, what we do is basically go over what that means.
- I What can a birth chart or horoscope tell you about a person?
- J A person's chart shows their temperament, their personality, their character, their family background, how they're likely to work or spend money, the kind of people they are attracted to in life, what their relationships are like and, you know, what their aspirations are.
- I Can a person's chart predict their future?
- J Within a range, yes. Life is cycles, and those cycles are predictable. And there's an intersection between fate and free will. So your chart is what you're like. Now, you have a range of possibilities you can be the best of yourself or the worst of yourself. The cycles themselves are basically predictable and then human beings have a choice in terms of what they do with them.

#### Extra challenge

You could use the audioscript above to elicit more detailed answers from SS.

- **c** 1.19 Focus on the task and play the CD once (**part 2**). Give SS time to discuss the questions and what they understood. Then play the CD once or twice more. Check answers.
  - 1 They want to know how to overcome a problem or obstacle, e.g., they lost a job, they're having relationship problems, etc.
  - 2 A wide range of people come to see her, e.g., individuals, couples, families, businesses, etc.
  - 3 She can tell them if they will make money and help them with employee problems and hiring.
  - 4 She tries not to frighten them.
  - 5 She can't help it. She always knows where the planets are and how they affect her.

#### 1.19

CD1 Track 20

(audioscript in Student Book on page 122)

- I Why do people usually come to see you?
- J Typically, the first time someone comes in they have some kind of problem or they've hit some kind of obstacle. People don't usually come in the first time because they're happy or they're curious. They've either lost a job or they want to make a change and they're not sure what to do. Or they're having some kind of relationship difficulty and they want to understand what's going on in their life, how they got there and basically what they can do about it.
- I What kind of people come to see you?
- J The clients I have really are a wide range of people. On one hand, you know, I work with... I work with individuals, I work with couples, I work with families, and I work with businesses. And so a mother might call me because a baby was just born and she wants to have the baby's chart done. For relationship consultations, a couple might come in and say, you know, "We're having difficulties." And I can work with businesses, you know Are you more likely to make money this year? Are there going to be... Will you have problems with employees? When's a good time for hiring?...
- I If you saw on someone's chart something bad about their future, would you tell them?
- J If I saw something that could be a serious problem, I would tell someone, but I would tell them in such a way, ideally, that is not going to particularly frighten them. So I would say, you know, "Maybe, given your cycles, this is probably a good time for a checkup. You know, you want to make sure that your health is OK." Or... "There could be some health problems in the family, you know. You might want to spend more time with your mother," or something like that. Ideally, I wouldn't scare them, but they'd get the message.
- I Do you ever look at your own future?
- J Of course, you can't help it! It's... I mean, I always know where the planets are, and so I always know what's affecting me.

- **d** 1.20 This exercise gives SS intensive listening practice in deciphering phrases where words are often run together, and introduces them to some common expressions often used in spoken English. Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing words and then the meaning of the whole phrase. Repeat for the other five phrases.
  - 1 in terms of (= the way in which)
  - 2 basically (= in general)
  - 3 a wide range (= many different kinds)
  - 4 something like (= similar to)
  - 5 get the message (= understand)
  - 6 can't help it (= can't stop or control doing something)

CD1 Track 21

- 1 ... you have to know the meanings of the planets in terms of how they affect human nature.
- 2 ... what we do is basically go over what that means.
- 3 The clients I have really are a wide range of people ...
- 4 "You might want to spend more time with your mother," or something like that.
- 5 Ideally, I wouldn't scare them, but they'd get the message.
- 6 Of course, you can't help it!
- e Tell SS to go to pages 121 and 122 and to look at the audioscript for the interview. Play the CD (part 1 and part 2) again, and tell SS to read and listen at the same time. Deal with any vocabulary problems and ask SS what parts they found hard to understand and why, e.g., speed of speech, elision, pronunciation, etc.
  - Finally, focus on the question. You could also ask SS *Did anything she said make you change your opinion of astrologers?* Get SS to answer in pairs or as a whole class. Then elicit responses from the whole class.

#### ON THE STREET

- 1.21 Focus on the photos of the people and elicit impressions (*possible age, occupation,* etc.)
  - Focus on the task. First elicit the pronunciation of the different star signs. Then remind SS that for each speaker they need to write their number next to a star sign, and check it if that speaker believes strongly that star signs have an influence on people's personality.
  - Play the CD once. Then play it again, pausing after each speaker to check answers.

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Curt believes star signs definitely influence someone's personality.

1.21

CD1 Track 22

(audioscript in Student Book on page 122)

I = Interviewer, D = Duey, Dn = Dennis, F = Fern, C = Curt, T = Tiffany

#### Duey

- What's your star sign?
- D My star sign is Aquarius.
- I Do you ever read your horoscope?
- D I do, actually. I start most of my mornings with my horoscope surprisingly.
- I Do you think someone's star sign has an influence on their personality?
- D I think it's what you read into it. I mean, it's fun stuff, so it's entertaining. I don't think you should take it too seriously.

#### Dennis

- I What's your star sign?
- Dn My what?
- I Your star sign.
- Dn Leo
- I Do you ever read your horoscope?
- Dn I do every once in a while, but I don't really like to listen to what it says 'cause it's usually crazy.
- I Do you think someone's star sign has an influence on their personality?
- Dn Um, maybe. If that's something they grow up reading a lot, I might... I think it might kind of influence you if... if you read it and maybe that would influence you by reading it often, so...

# Fern

- I What's your star sign?
- F Sagittarius.
- I Do you ever read your horoscope?
- F No, hardly.
- I Do you think someone's star sign has an influence on their personality?
- F Um, I guess it might do. But I would say probably where you grow up and the people you talk to have a bigger influence on how you turn out.

#### Curt

- I What's your star sign?
- C Uh, I'm a Cancer the moody emotional sign.
- I Do you ever read your horoscope?
- C Once in a while, uh, not too often... If I'm flipping through a magazine and it has them, I'll read it, but, you know, I don't go out of my way every day to find my horoscope and read it, no.
- I Do you think someone's star sign has an influence on their personality?
- C Yeah, I do. Uh... Yeah, I don't necessarily want to admit that, but yeah, I do.

#### Tiffany

- I What is your star sign?
- T I'm a Taurus.
- I Do you ever read your horoscope?
- T No, I don't ever read my horoscope because I once took a course in psychology and, um, we kind of got a little bit of insight into how horoscopes are developed and how generalizable they are to different people. So often you read them and they do apply. However, they might apply to several other people as well.
- I Do you think someone's star sign has any influence on their personality?
- T Um... From things that I've read about astrology, a lot of times you can find things that, you know, relate to people's, like, personality characteristics that relate to their sign. However, I personally think, again, it's more like a generalizable sort of thing.

**b** • Focus on the task and give SS time to go through the sentences. Play the CD once. Get SS to compare what they think. Play it again if necessary and check answers.

Curt
 Tiffany

4 Dennis

5 Fern

- 3 Duey
- c 1.22 Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing word, and then the meaning of the whole phrase. Repeat for the other three phrases.
  - 1 read into (= a phrasal verb that means believe or interpret that something has a particular meaning)
  - 2 every once in a while (= occasionally)
  - 3 turn out (= a phrasal verb that means become; end up becoming)
  - 4 go out of my way (= make special plans or inconvenience yourself)
  - 5 as well (= too; also)

1.22

CD1 Track 23

- 1 I think it's what you read into it.
- **2** I do every once in a while ...
- 3 ... probably where you grow up and the people you talk to have a bigger influence on how you turn out.
- 4 ... I don't go out of my way every day to find my horoscope and read it ...
- 5 However, they might apply to several other people as well.
- d Tell SS to go to page 122 and to look at the audioscript for ON THE STREET. Play the CD again and tell SS to read and listen at the same time. Deal with any vocabulary problems and ask SS what parts they found hard to understand and why, e.g., speed of speech, elision, pronunciation, etc.
  - Finally, focus on the three questions that the interviewer asked of the people, and get SS to interview each other in pairs. Then elicit responses from the whole class.

### **HOMEWORK**

Study Link Workbook page 13

# Writing: An informal e-mail / letter

# **Lesson plan**

This is the first of seven Writing lessons; there is one at the end of each File. In today's world of e-mail communication, being able to write in English is an important skill for many SS. We suggest that you go through the exercises in class, but assign the actual writing (the last activity) for homework, although you may want SS to do the planning in class. In this lesson, SS consolidate the language they have learned in **File 1** by writing an informal e-mail.

- **a** Focus on the information box and point out that this is the main difference between writing an e-mail and an informal letter.
  - Now focus on the e-mail and the task. First ask SS to read it quickly, ignoring the mistakes for now, and check comprehension by asking a few questions, e.g., Why was Chris late replying? (He was sick) What does he do? (He's a student), etc.
  - Give SS time to correct the mistakes and then check answers, asking SS what kind of mistake each is.

havent (punctuation) haven't
temprature (spelling) temperature
since (grammar) for
Luckly (spelling) Luckily
Anything exciting (punctuation) Anything exciting?
are (grammar) is
music-company (punctuation) music company
a good news (grammar) some good news or good news
may (punctuation) May
recomend (spelling) recommend
siteseeing (spelling) sightseeing
you'll can show (grammar) you'll be able to show or
you can show

**b** • Focus on the instructions and get SS to underline or highlight the phrases.

I haven't been in touch.
I've been catching up on my e-mails.
Please give my regards to your family.

 Now focus on the Useful language box and give SS time to complete it. Point out that many of the expressions are in Chris's e-mail. Check answers.

1 for 5 to 9 for 12 care
2 to 6 to 10 forward 13 Best
3 not 7 with/in 11 Give/Send 14 PS
4 hope 8 are/get/feel

### WRITE an e-mail

Go through the instructions and get SS to do the first two parts of **PLAN** the content. Check answers.

They need to answer the following questions:

How are you?
What have you been doing? Anything exciting?
How is your family?
Could you recommend a hotel?
Do you think you'll be able to show me around?

They should probably respond to the following:

I've been sick.

My brother Ian just started his new job ...

I have some good news.

Either get SS to complete the planning and write the e-mail in class (set a time limit of about 20 minutes) or get them to complete the planning and write the e-mail for homework.

If SS do the writing in class, get them to exchange their e-mails with another student to read and check for mistakes before you collect them.



The File finishes with two pages of review. The first page, What do you remember?, reviews the grammar, vocabulary, and pronunciation. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your SS and the class time available. If SS do them in class, check which SS are still having problems or any areas that need further review. The second page, What can you do?, presents SS with a series of skills-based challenges. First, there is a reading text (which is of a slightly higher level than those in the File) and two listening exercises. Finally, there is a speaking activity that measures SS' ability to use the language of the File orally. We suggest that you use some or all of these activities according to the needs of your class.

#### **GRAMMAR**

<b>a</b> 1	L abo	ut		4	have
	ı ala			_	been
4	s uiu				been
	l doe	e .	Mark this		
_ n _	2	<i>)</i> n	* C	4 2 5	N

#### **VOCABULARY**

- a 1 wise the others describe negative characteristics
  - 2 insincere the others describe positive characteristics
  - 3 blister it's a symptom but the others are illnesses
  - 4 ER it's part of a hospital but the others are people
- **b** 1 to 3 in 5 for 2 at **4** to 5 sensitive c 1 forgetful 3 reliable 2 ambitious 4 moody d 1 bleed 4 irritable 2 swollen 5 bossy 3 bandage 6 arrogant

# **PRONUNCIATION**

- a 1 headache (it's /k/) 3 flu (it's /u/)
  5 earache (it's /ɪr/)
  2 bossy (it's /s/)
  4 cough (it's /ɔ/)
- **b** <u>arrogant, immature, injection, allergic, specialist</u>

### **CAN YOU UNDERSTAND THIS TEXT?**

- a 1 c 2 b 3 a 4 a 5 b
- **b** correspondence = the letters / e-mails you send and receive

**genres** = particular styles or types of something **family ties** = strong connections between members of a family

random = chosen without deciding in advance, or without any regular pattern

on the spot = at that exact moment, immediately

### CAN YOU UNDERSTAND THESE PEOPLE?

- a 1 b 2 a 3 c 4 b 5 a
- **b** 1 Because she was having a lot of problems with her fiance.
  - 2 That the problems would be resolved.
  - 3 No, it wasn't.
  - 4 That the psychic wasn't very professional.
  - 5 Because Alice believes that psychics can really see into the future.
  - 6 She told Alice she would have a new job.
  - 7 She didn't get depressed when she lost her job.
  - 8 Not to depend too much on psychics.

#### 1.23

CD1 Track 24

- 1 A So how did you meet Tony?
  - B Well, I'd tried lots of things, I mean I'd been alone for two years since the divorce and I felt it was time to start dating again. So I used an Internet site and even tried speed dating, but the men I met weren't really my type, though I kind of liked one or two of them. Then I went to a dinner party given by a friend of mine, and she'd invited Tony as a "spare man," you know, as a sort of blind date for me, and we really hit it off right from the start.
- 2 A So what was she like?
  - B Well, she wasn't at all what I expected from what she'd written on her web page I mean, I'm not saying she was lying exactly, but she made herself seem really bubbly and lively you know, really outgoing, but in fact, I had to do all the talking, and it was pretty hard work. She hardly opened her mouth all evening.
- 3 A So, what time will you be coming?
  - B Well, I think I'll get out of work by around 6:00, so I should be able to catch the 6:42 train, which gets me in at about 7:15. So if I take a taxi from the station, I should be there about 7:30.
  - A Actually, there's a good bus service now, so you don't need to get a taxi if you don't want to. It leaves every 15 minutes, and it stops right near our house.
  - B Oh, OK. Well, I'll do that. So you can expect me between half past seven and a quarter to eight.
  - A Perfect.
- 4 A Well, Mr. Strong, I think you've probably caught the flu virus that's going around.
  - B The flu? But I don't have a temperature. I just have this awful headache.
  - A Yes, but not everybody gets a temperature. In fact, a headache is the most common symptom. So just keep taking the painkillers, and you should feel better in a day or two.
  - B So I don't need any antibiotics?
  - A No, this is a virus, so antibiotics wouldn't do any good. Drink lots of fluids and take the painkillers up to three times a day. If you don't feel better by Monday, then come back and see me.
  - B Well, I hope I won't have to. Thank you very much, doctor.
- 5 A So the quarterback Gibson is dropping back, and he throws a long pass, and it's caught by Lambert, who is behind the defense, and... oh no, he's hit from behind by Marsh, and that was a really hard tackle. In fact, it looks as if he's badly hurt. Now they're coming onto the field with a stretcher. I think it's his knee.

- B No, I don't think it was his knee. If you look at the replay there, look how he falls it looks like the ankle to me. If it's an ankle ligament, he could be out for six months.
- A That's pretty pessimistic, don't you think? I'd say more like three months, if it is his ankle.
- B They're carrying him off the field now, and I imagine we'll hear something as soon as the team doctor sees him. But he won't be playing in next Sunday's game; that's for sure.
- A Not unless we both got it wrong and it's not a serious injury. But it looks like really bad news for the team not to have him for next week's game.

#### 1.24

CD1 Track 25

- A So, Mara, tell me about your experience with a psychic.
- Well, I went to see a psychic about ten years ago because I was having a lot of problems with my boyfriend, my fiancé, in fact. I was supposed to be getting married the following year and I wanted to know what kind of future I was going to have with this man. I had serious doubts about him as a person, and in fact, I was thinking of breaking up with him. The psychic read my future in Tarot cards, and she told me that the problems I was having with this man would be resolved. She told me to stay with him and that we would be very happy together. So, I got married - and it was a disaster. My new husband ran off with my best friend after six months. I am divorced now. Of course, I wish that I hadn't gone to see this woman, who obviously had no special powers whatsoever. I should have trusted my own instincts, which were not to marry my fiancé. In my experience, clairvoyants just tell you what they think you want to hear. They aren't seeing it at all. It's just a way of getting your money.
- A Well, I don't think the psychic you saw was very professional. A good psychic will never tell you what to do. A good psychic will identify what's happening in your life and offer guidance, but it's up to you to decide what to do.
- C I must say I don't agree with Mara at all. I think clairvoyants *can* see into the future. Maybe not all of them, but a lot of them can. I went to a clairvoyant last year, and she said several things about my future, and they have come true. They weren't all good things, though. For example, she told me that I would have a new job soon. In fact, I was very happy at the job I had at that time, but two months later the company was taken over by another company, and I lost my job. But because the psychic had told me about the new job, I didn't get depressed. I felt optimistic. And, in fact, I was only unemployed for a couple of months and then I did get another job. Now I go and see my psychic every time I have any kind of problem.
- A OK, but I think it's important for people not to depend too much on a psychic. I know people who won't do anything without consulting their psychic first, and that isn't very healthy. Psychics can help you understand your own thoughts and feelings better, but they can't live your life for you.



- **G** adjectives as nouns, adjective order
- V clothes and fashion
- P vowel sounds

# **National stereotypes: truth or myth?**

# File 2 overview

Lesson **2A** looks at national stereotypes and clothes vocabulary. It focuses on how adjectives can be used as nouns (e.g., *the French*, *the rich*) and the word order of multiple adjectives (e.g., *a lovely old house*). **2B** reviews narrative tenses and introduces the past perfect continuous through the context of air travel. Finally, **2C** focuses on adverb position and adverbs which are often confused (e.g., *hard* and *hardly*). The context is reading (and writing) mini sagas, 50-word short stories with a twist.

# **Lesson plan**

In this first lesson, SS extend their knowledge of how to use adjectives. In the first part they learn to use nationality adjectives as nouns when they talk about the people from a particular country (e.g., the British, Americans) or a particular group of people (e.g., the rich, the unemployed), and in the second part they focus on adjective order. The lesson begins with some new research about national stereotypes, which provides the context for SS to talk about their own national characteristics. In the second half of the lesson, an extract from the book Watching the English shifts the focus to how different nationalities dress. The lexical focus in the lesson is on clothes and fashion, and pronunciation looks at pairs of similar vowel sounds.

# **Optional lead-in** (books closed)

- Write the following in columns on the board: NATIONAL CHARACTERISTICS
   the English, Canadians, Australians, Americans
- Put SS in pairs and give them a few minutes to brainstorm
  what they think are the national characteristics (positive
  and negative) of these four nationalities (from their own
  experience, what they heard from other people, or seen in
  films, etc.)
- When the time limit is up, get responses from the class.
   You could leave responses on the board for the next exercise.

#### 1 LISTENING & SPEAKING

- Books open. Focus on the task and give SS, in pairs, a
  few minutes to brainstorm their predictions. Get some
  responses and write some of the SS' ideas on the board.
  (NB: Leave out this stage if you did the optional lead-in.)
- **b** 2.1 Focus on the task. Play the CD once the whole way through and get SS to match the speakers to their nationality group. Play the recording again if necessary.

# **Extra support**

You may want to pre-teach *down-to-earth* (= to see things as they really are, unpretentious) to help SS understand the listening.

Canadian4English3Australian1American2

2.1

CD1 Track 26

(audioscript in Student Book on page 122)

- 1 I'd say we're a down-to-earth people, friendly and hospitable. We believe in working hard, but we really enjoy our leisure time, when we usually socialize around a barbie - a barbecue, that is - or sport, and this is where we make our friends. Men talk about having a mate, like a buddy or friend, and you stand by your mates no matter what. We're also known for being extremely outgoing and having a good sense of humor. We treat others as equals, irrespective of their profession or standing in society. On the other hand, we tend to "knock down tall poppies." That means we criticize people who try to stand out from the crowd, by distinguishing themselves through money, intellect, or skill. In some ways, I suppose I am typical - I'm down-to-earth and friendly, but I'm not as outgoing as others are perceived to be.
- I think overall we're strong individualists. We like making our own decisions and dislike being controlled by someone else, whether it's the government or a boss. I think individualism is a good quality because it encourages self-expression and often leads to success in life... We're also very hardworking. People here want to provide for their families, but work is also valued for its own sake. Even the rich like to work! We're also very optimistic; we think that if we work hard, we can achieve anything. On the negative side, I think we're a little bit too materialistic. Some of us are overly concerned with having "things" – possessions, I mean. Personally, I think I've inherited the typical optimism and drive, and I'm also an individualist because I don't always follow the crowd, so I think I'm probably fairly typical, but I hope I'm not as materialistic as some of my countrymen seem to be.
- 3 It's difficult to generalize about us as a people, especially as our big cities now have such a multiethnic population, but I would say that we're basically very tolerant and open-minded. We're not nearly as insular as we used to be. We defend the things that we believe in when we have to and we avoid taking extreme positions, which I think is another strength. One of our main weaknesses, though, is that we can be quite self-satisfied and arrogant towards foreigners. Just think of our inability, or our unwillingness, to learn foreign languages! I'd also say that we can be lazy, and we're a bit careless about the way we dress, and also we drink too much. I don't think I'm very typical, though I do definitely have one of the weaknesses but I'm not going to say which!



- 4 People in this country are thought of as very polite, nice, and friendly, and we think of ourselves that way, too. Also, we're extremely tolerant people. It's a very multicultural society here, so we try to accept everyone's culture and welcome their customs, their food, their traditions. And, of course, we're a great hockey-loving nation! On the negative side, maybe we're a little too reserved. Even though we're thought of as polite and friendly, we're physically reserved, compared to other cultures that might have more touching or hugging or kissing. We save that for people we're close with. We keep a bigger space around ourselves and don't touch people unless we know them very well, and that can be seen as a little cold... Maybe it's because our weather is so cold! I think I'm pretty typical. I like to think of myself as polite and friendly and helpful, and yes, maybe a little reserved. But I can't say that I'm a hockey lover!
- c Focus on the task and then play the CD again until the end of the first speaker (the Australian). Give SS time to write down the adjectives and whether the speaker is typical or not (and why). Then get SS to compare what they understood with their partner before playing the recording again. Check answers, writing SS' ideas on the board and then repeat the process for the other three speakers.

#### Speaker 1 (Australian)

- (+) down-to-earth, friendly, hospitable
- (-) critical of people who stand out He is typical but not not as outgoing. Speaker 2 (American)
- (+) individualistic, hardworking, optimistic
- (-) materialistic, very interested in things She is fairly typical (optimistic and individualistic and has drive = energy and ambition) but is not materialistic.

#### Speaker 3 (English)

- (+) tolerant, open to new ideas
- (-) self-satisfied, arrogant toward foreigners, lazy, careless in the way they dress, drink too much He is not very typical but admits to having one of the weaknesses.

#### Speaker 4 (Canadian)

- (+) polite, nice, friendly, tolerant
- (-) reserved

She is typical (polite and reserved) but is not a hockey lover.

**d** • 2.2 Focus on the task and play the CD, pausing briefly after each sentence to give SS time to write in the missing words. Play the recording again if necessary. Then check answers before eliciting the meaning of each word either through paraphrase or translation.

- 1 a hospitable = making people feel welcome
  - **b** leisure = free, not working
- 2 a achieve = manage to do, succeed in reaching a goal
  - b inherited = received qualities or characteristics
     or possessions from previous generations of your family
- 3 a multiethnic = including people of many different races, religions, and languages
  - **b** unwillingness = not wanting to
- 4 a customs = the way people from one country or culture do things
  - **b** hugging = putting your arms around someone to show you like them

#### 2.2

#### CD1 Track 27

- 1 a I'd say we're a down-to-earth people, friendly and hospitable.
  - **b** We believe in working hard, but we really enjoy our leisure time.
- **2 a** We think that if we work hard, we can achieve anything.
  - **b** I think I've inherited the typical optimism and drive.
- **3 a** It's difficult to generalize about us as a people, especially as our big cities now have such a multiethnic population.
  - **b** Just think of our inability, or our unwillingness, to learn foreign languages!
- **4 a** We try to accept everyone's culture and welcome their customs, their food, their traditions.
  - **b** We're physically reserved, compared to other cultures that might have more touching or hugging or kissing.

### **Extra support**

If there's time, get SS to listen to the CD with the audioscript on page 122 so they can see exactly what they understood/didn't understand. Translate/explain any new words or phrases.

e • Put SS into pairs or small groups and give them a time limit to answer the same questions that the four speakers answered in exercise 1. Explain that for questions 1 and 2 they should talk generally, but for question 3 they should talk personally. You could appoint a note taker for each pair or group to report back afterward. Get responses from some or all of the pairs/groups.

# 2 GRAMMAR adjectives as nouns

- a Focus attention on the joke and read it through with the class. Make sure SS know what they have to do and emphasize that they should try and write the "perfect" nationality for each job in *The best place in the world*, using four different nationalities. Then they do the same for *The worst place in the world*, repeating, if they want, some or all of the previous nationalities. Put SS in pairs and give them a couple of minutes to complete the task. Then ask each pair of SS to compare their version of the joke to the pair nearest to them.
  - Now ask the whole class if they think there is any truth to national stereotypes (= fixed ideas or images we have about people from another country), e.g., English people are cold and reserved. Get some responses.



- Focus attention on the photos that go with the article and ask SS to identify the three nationalities shown (English, Japanese, and Brazilians). Then ask SS if they think the photos show real aspects of how these nationalities are/behave, or if they are just stereotypes.
- Then focus attention on the title and subtitle of the article and elicit what they mean (= some research has been done around the world that suggests that national stereotypes may not be reliable.)
- **b** Set SS a time limit to read the article once quite quickly to find the answers to the two questions. Check answers.
  - 1 They used personality tests to get shared characteristics of a particular nationality group (the reality). Then they interviewed people from the same nationality groups and asked them to describe the typical characteristics of people from their country (the stereotypical image). They then compared the two pieces of research.
  - 2 The research showed that there was often a big difference between the reality and the stereotype. This shows us that national stereotypes are inaccurate and unproductive.
- c Focus on the task and set SS another time limit to read the article again and answer questions 1−6. Get SS to compare their answers with their partner before checking answers.
  - 1 the Czechs and the Argentinians
  - 2 the Italians, the Russians, and the Spanish
  - 3 the Spanish
  - 4 the Poles
  - 5 the English
  - 6 the Brazilians
- **d** Ask this question to the whole class and elicit ideas.
- Focus on the sentences and give SS time to correct the wrong sentences, either individually or in pairs. Check answers.
  - 2 🗸
  - 3 X The Spanish
  - 4 X Chinese and Japanese people / the Chinese and Japanese
  - 5 **/**
  - 6 X a Polish man/a Polish person / a Pole
- **f** Tell SS to go to **Grammar Bank 2A** on page 134. Go through each example and its corresponding rule for adjectives as nouns with the class.

## **Grammar notes**

#### nationalities

SS should already have a good knowledge of nationality adjectives in English, especially for the countries in their part of the world.

Explain that for many nationalities you can use either the + adjective (the Chinese) or adjective + people (Chinese people) to talk about people from a particular country. The exception is where the nationality word is both an adjective and a noun (see rule 2), e.g., the Mexicans or Mexican people.

#### • rules 1-3

- 1 You may want to give some more examples here, e.g., the Swedish, the French, the Swiss, the Japanese.
- 2 You may want to give some more examples here, e.g., the Brazilians, the Hungarians, the Russians, the Peruvians.
- 3 Other examples of specific words for people from a country: Sweden the Swedes, Scotland the Scots, Spain the Spaniards, Denmark the Danes, Finland the Finns.

Point out that to talk about one person from a particular country you can use a/an + noun, e.g., an Argentinian, a Pole, but if there is no noun, or you want to specify gender, you must use the adjective + man/woman/boy/girl, e.g., a Spanish man, a Chinese woman NOT a Spanish, a Chinese. These are usually written as two words but occasionally as one (with man), e.g., an Englishman, a Frenchman.

## • specific groups of people

Other common group words you could teach your SS are: the sick (= sick people), the elderly, the injured/the wounded, the deaf (= people who can't hear). Point out that you can also express the same idea using people (e.g., elderly people, unemployed people). If you want to talk about one person use, e.g., an elderly person NOT an elderly.

#### • one, ones

This structure is very common in spoken English. Explain that you can't use *the* + adjective without using *one/ones*, e.g., *Do you prefer the big one or the small one?* NOT *Do you prefer the big or the small?* 

- Get SS to do exercise **a** only on page 135 in pairs or individually. Check answers.
- a 1 The Dutch
- 2 The injured
- 3 the blind
- 4 The Chinese
- 5 the sick
- 6 the Swiss
- 7 the homeless
- 8 the unemployed
- Tell SS to go back to the main lesson on page 21.
- **g** This is an oral grammar practice exercise. Put SS in pairs and tell them to discuss the seven statements, saying whether they agree or disagree and why. Get some response from the class.

## **3 READING**

- Focus attention on the photos and elicit answers from the class.
- **b** Explain to the class that the text they are going to read is an extract from a book by Kate Fox, who is an anthropologist. Elicit what anthropologists do (they study the behavior and customs, etc., of human beings.) Explain that Kate (who is herself English) spent many years observing the habits and behavior of other English people, and her book *Watching the English* looks at all aspects of life, e.g., social life, attitudes to food, sense of humor, etc. The extract SS are going to read is about how the English dress.



- Focus on the pre-reading task and give SS, in pairs, a few moments to discuss the statements and mark them true or false. If SS have little knowledge or experience in this area, they can guess. Get some quick responses but don't say if the SS' answers are right or wrong.
- Set a time limit for SS to read the first two paragraphs once to check whether, according to Kate, sentences 1–7 are true or false.

## 1 T 2 T 3 T 4 T 5 F 6 T 7 F

**d** • Focus attention on the photo and elicit answers to the question (He belongs to the Goths). Set a time limit for SS to read the rest of the text and to answer the two questions. Check answers.

Kate Fox spoke to a Goth because she wanted to find out if the Goths could laugh at themselves. She discovered that they had a sense of humor and didn't take their way of dressing too seriously.

- e Tell SS to look at the highlighted adjectives and to try to guess what the words could mean. Tell them to look carefully at each word. Is it similar to another word they know or to a word in their language? Do the other words in the sentence help? Does their knowledge of the subject (the way English people dress) help them?
  - Give SS, in pairs, a few minutes to try to guess the meaning of the adjectives. If they have dictionaries, they can then check their guesses. Finally, check answers using the definitions below or translations. Elicit/help with the pronunciation. Explain that *large* is a slightly more formal way of saying *big*, e.g., a large town. *Large* is also used instead of *big* in clothes sizing (often abbreviated to L).

dysfunctional /dis'fʌnkʃənl/ = not working properly innovative /'məventrv/ = introducing new ideas or ways of doing something outrageous /aut'reɪdʒəs/ = shocking macabre /mə'kabrə/ = unpleasant and strange, connected with death conspicuous /kən'spɪkyuəs/ = easy to see or notice

**f** • Now give SS a few minutes to read the whole text again and choose the best summary of the article.

#### Α

• Now ask SS whether they think this is true from their own knowledge and experience of English people.

## **Extra support**

At this point you could go through the text with the class, pointing out useful expressions and eliciting/explaining the meaning of new words and phrases.

## 4 VOCABULARY clothes and fashion

**a** • Get SS to look at the photos with the article again and get individual SS to describe in detail what people are wearing. Help with any vocabulary problems.

The queen is wearing a matching green hat and dress; she is wearing a necklace and earrings. The woman is wearing a black top, red shorts, and long black and white striped socks. The man is wearing a purple suit, a green shirt, and a purple tie. The two judges are wearing wigs and robes with purple hoods. The couple is wearing plastic ponchos.

- **b** Tell SS to go to **Vocabulary Bank** *Clothes and fashion* on page 148.
  - Focus on section 1 Describing clothes a and get SS to do it in pairs or individually. Check answers and elicit and drill pronunciation. Repeat the process for 1b and 1c. Make sure SS know what all the words mean. Explain that all the adjectives in 1c are used to express an opinion about clothes or how someone is dressed.

a 1 loose	7 striped
2 tight	8 polka-dot
3 long-sleeved	9 checked
4 sleeveless	10 solid
5 V-neck	11 patterned
6 hooded	
b 1 a velvet bow	7 a fur collar
2 nylon stockings	8 suede slippers
3 a silk scarf	9 a spandex swimsuit/
4 a linen suit	bathing suit
5 leather sandals	10 a cotton undershirt

6 a wool cardigan/sweater 11 a denim backpack

c 1 trendy 4 flattering 2 stylish 5 old-fashioned 3 scruffy

• Now get SS to do section **2 Verb phrases**. Check answers and drill pronunciation. Make sure SS are aware of the difference in meaning between *match*, *fit*, go well with, change clothes, and get dressed | undressed | dressed up. Explain that get dressed up means to wear nice clothes, usually for a special occasion. Elicit | point out that match is a regular verb and that hang up and fit are irregular (past hung up and fit).

## 1 C 2 A 3 F 4 H 5 G 6 B 7 E 8 D

• Get SS to do section **3 Idioms**. Check answers and ask them if they have a similar idiom in their own language for each situation.

#### 1 C 2 D 3 A 4 B

• Finally, focus on the instruction "Can you remember the words on this page? Test yourself or a partner."

## Testing yourself

For **Describing clothes a** and **b** SS can cover the words, look at the pictures, and try to remember the words. For **Describing clothes c** they can cover the opinion column and try to remember the adjectives. In **Verb phrases** they can cover the left-hand column and try to remember the verb phrases. In **Idioms** they can cover the idioms and remember them by looking at the definitions A–D.

#### Testing a partner

See Testing a partner page 18.

Study Link SS can find more practice of these words and phrases on the MultiROM and on the *American English File 4* Website.

• Tell SS to go back to the main lesson on page 22.



- This exercise recycles the vocabulary SS have just learned. Sit SS in pairs, A and B, preferably face to face. Tell them to go to Communication Clothes quiz, A on page 116, B on page 119.
  - Go through the instructions and make sure SS know what they have to do. When they finish the activity, you could ask who got the most right answers in each pair.

## **5 PRONUNCIATION** vowel sounds

## **Pronunciation notes**

SS can improve their pronunciation by making an effort to distinguish between some pairs of similar vowel sounds. When high-intermediate SS come across new words, they will instinctively pronounce them correctly, especially if there is a regular sound–spelling relationship. If they are unsure, they should use their dictionaries to check the phonetic transcription.

**a** • 2.3 Focus on the task and give SS a few minutes, in pairs, to complete it. Then play the CD for SS to listen and check their answers.

<b>2.3</b>			CD1 Track 28
/u/	loose	suit	
/ʊ/	hooded	wool	
/i/	high-heeled	sleeveless	
/ <b>I</b> /	linen	slippers	
/ε/	checked	leather	
/æ/	patterned	sandals	
/a/	cotton	polka-dot	
/c/	awful	long	

## **Extra support**

You could play the CD again for SS to repeat the words.

- **b** Get SS to practice saying the phrases to each other in pairs, before choosing individual SS to say them.
- c Now tell SS to go to the **Sound Bank** on page 159. Focus on the eight sounds that SS have just been working on.

#### 6 SPEAKING

- Focus on the **GET IT RIGHT** box and give SS a moment to choose the right option.
  - 1 dress 2 wear
- Elicit/point out that wear always needs an object, e.g., I'm going to wear a jacket tonight and dress doesn't, e.g., She dresses well.
- Put SS in small groups and set a time limit. You could appoint a note taker to ask the questions and organize the discussion. Get responses from the whole class afterward.

## 7 GRAMMAR adjective order

- **a** Focus on the task and give SS a few moments to try and put the adjectives in the correct order. Get them to compare with their partner. Check answers.
  - 1 spiky black hair
- 3 big black leather bag
- 2 beige linen suit
- 4 white nylon running shorts
- **b** Tell SS to go to **Grammar Bank 2A** on page 134. Go through each example and its corresponding rule for adjective order with the class.

## **Grammar notes**

## adjective order

It's important to point out that in practice people rarely use more than two adjectives (occasionally three) together so SS should not be discouraged by the chart showing adjective order. Encourage SS to use their instinct as to what sounds right, rather than try to memorize the chart, and to remember that opinion adjectives always come first. Learning common combinations will also help them remember the rule, e.g., *long blond hair, a big old house*, etc. When writing three or more adjectives in a row, you can separate the adjectives by commas for ease of reading.

- Get SS to do only exercise b on page 135 in pairs or individually. Check answers.
  - b 1 an attractive young man
    - 2 dirty old shoes
    - 3 a stylish purple leather jacket
    - 4 a tall thin woman
    - 5 a long sandy beach
    - 6 a beautiful new wooden floor
    - 7 a stylish Italian suit
    - 8 a romantic little French cafe
    - 9 a friendly old black dog
- Tell SS to go back to the main lesson on page 23.
- c Focus on the instructions and ask SS if they have ever bought or sold anything on eBay™. Then give SS time to write their descriptions. Go around the classroom helping with vocabulary.

#### Extra support

You could write a description on the board of an item of clothing you want to sell to give SS ideas, e.g., For sale! White linen jacket – hardly worn. Size L. Perfect for the summer.

- **d** Get SS to move around the class trying to interest other SS in the clothes they want to sell. If they find someone who is interested, they should agree on a price. Stop the activity when you think most SS have found a buyer.
  - Elicit responses to find out who bought/sold what.



## 8 2.4 SONG 🎺 Englishman in New York

 This song was written and recorded by the British singer Sting in 1987. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on page 232.

#### 24

CD1 Track 29

#### Englishman in New York

I don't take coffee, I take tea my dear I like my toast done on one side And you can hear it in my accent when I talk I'm an Englishman in New York

See me walking down Fifth Avenue A walking cane here at my side I take it everywhere I walk I'm an Englishman in New York

#### Chorus

I'm an alien I'm a legal alien I'm an Englishman in New York I'm an alien I'm a legal alien I'm an Englishman in New York

If "Manners maketh man" as someone said He's our hero of the day It takes a man to suffer ignorance and smile Be yourself, no matter what they say

#### Chorus

Modesty, propriety can lead to notoriety You could end up as the only one Gentleness, sobriety are rare in this society At night a candle's brighter than the sun

Takes more than combat gear to make a man Takes more than a licence for a gun Confront your enemies, avoid them when you can A gentleman will walk but never run

If "Manners maketh man" as someone said He's our hero of the day It takes a man to suffer ignorance and smile Be yourself, no matter what they say

## Chorus

## **Extra photocopiable activities**

#### Grammar

adjectives page 161

#### **Communicative**

Spot the difference page 199 (instructions page 189)

## Song

Englishman in New York page 232 (instructions page 229)

## **HOMEWORK**

Study Link Workbook pages 14–16

## Air travel: the inside story

## **Lesson plan**

In this lesson, SS review the three narrative tenses they already know (simple past, past continuous, and past perfect) and learn a new one, the past perfect continuous. The topic is air travel, and in the first half of the lesson, SS read an extract from a best-selling book called *Air Babylon*, which claims to give the inside story about what really happens at airports and on flights. They also learn, in mini grammar, how to use *so/such... that*. In the second half, they listen to an interview with two pilots who answer a lot of the questions air travelers ask themselves when they board a plane. The vocabulary focuses on words related to air and long-distance travel, and in pronunciation, SS look at the pronunciation of difficult irregular past verb forms.

## **Optional lead-in** (books closed)

- Write on the board
   How often do you travel by plane?
   Do you enjoy flying? Why (not)?
- Get SS to ask and answer with a partner.
- Elicit responses and find out how many people have never traveled by plane, how many people are afraid of flying, and how many people enjoy it and why. (NB: If you have a class where you think not many people have flown on a plane, you could change the questions to Have you ever flown on a plane? Did you enjoy it?)

## 1 READING

Books open. Focus on the task. Read the back cover aloud, and ask SS why they think the identities of the airline staff must remain anonymous (because if their bosses found out, they might lose their jobs). Give SS a few minutes in pairs to discuss the questions. Get responses, but don't tell them yet if they are right or not.

## Extra support

Ask the questions to the whole class and elicit ideas.

 Set a time limit for SS to read the extract and check the answers to the questions in a. Get responses by reading out the questions again one by one and eliciting answers.

They are sending e-mail messages to each other about passengers.

The cabin crew members like to turn the heat up to get the passengers to go to sleep. (That way they have less work to do, and everything is very quiet.)
Most airports lose 2 per 1,000, but at Heathrow
Airport, 80 per 1,000 bags or suitcases are lost.
Because people who don't really need them ask for them.

Because sometimes a small bird crashes into the plane and is burned up in the engine.

 Finally, ask SS if they guessed correctly. Elicit some answers. Focus on the task and encourage SS to read sentences
 A-F first, and elicit/explain/translate any vocabulary
 they don't know. SS then read the article again and put
 the sentences in. Explain that there is <u>one</u> sentence they
 don't need. Check answers.

1 D 2 F 3 E 4 A 5 B

## **Extra support**

At this point you could go through the five paragraphs with the class, pointing out useful expressions and eliciting/explaining the meaning of new words and phrases.

**d** • Do this as an open class question.

## 2 VOCABULARY air travel

**a** • Focus on the instructions. Tell SS that if they are not sure of a word, they should look for it in the text. (The words are not in the same order as in the text.)

## Extra support

Get SS to underline all the words in the text related to air travel <u>before</u> doing exercise **a**.

- Check answers, and model and drill pronunciation where necessary. Point out that:
  - *baggage* and *luggage* mean about the same thing. When we talk about the suitcases, etc., that we carry, we often say *luggage*.
  - *crew* is used with a singular verb (*The crew is* ... NOT *The crew are* ...).
  - aisle /aɪl/ = the passage between seats on a plane.

2 Arrivals		crew	
3 luggage / bagg		passengers	
4 check-in		flight atten	dant
5 passport cont		seat	
6 pick up (or ge		flight	
7 customs		taking off	
8 porter	. 16	landing	
9 airlines			

**b** • Elicit the answers from the class. You could get them to write *b* or *t* next to words that can also be used for bus or train travel.

1, 2, 3, 5, 7, 8, 11, 13

**c** • Get SS to test themselves by covering the words and looking at the definitions and remembering the words.

#### Extra idea

Get SS to test each other. **A** (book open) reads out definitions 1–9. **B** (book closed) says the words. Then they switch roles for words 10–16.



## MINI GRAMMAR so/such...that

- Go through the examples and then the rules. Point out that *that* is optional after *so/such*.
- You may want to point out that we often use so / such simply for emphasis, e.g., That steak was so good, We had such a nice day!
- Elicit sentence 1 from the whole class and write the answer on the board. Then get SS to do the rest of the exercise. Check answers.

1 so	5 so
2 such a	6 such
3 such a 4 so	7 so 8 such

## **Extra support**

If you think SS need more practice, use the extra photocopiable exercises on page 182.

# **3 GRAMMAR** narrative tenses, past perfect continuous

Focus on the newspaper article, and tell SS that this
is a true story from a newspaper. Set a time limit for
SS to read it. Remind them that there is a glossary to
help them. Then ask the questions to the class and get
responses.

One of the flight attendants panicked and started screaming when the plane hit some turbulence.

## Extra support

You could go through the text with the class, checking that SS understand everything.

**b** • Focus on the highlighted verbs and get SS to write them in the chart. Check answers, and elicit that the past perfect continuous = *had been* + verb + *-ing* 

simple	past: r	egular	Jan 19	scream	ıed
simple				hit	
past co				was go	ing
past pe				had be	
		ontinuo		to do allocated from the same	reading

## Extra idea

At this point you may want to review other common irregular verbs. You could photocopy the irregular verb list on page 238 and test the class, or get SS to test each other.

- c Now get SS in pairs to look at the sentences and circle the correct form. Check answers.
  - 1 screamed (because <u>first</u> the plane hit turbulence and <u>then</u> the passengers screamed)
  - 2 were relaxing (because the passengers were in the middle of relaxing)
  - 3 had finished (because they had their lunch <u>before</u> the plane hit turbulence)
  - 4 had been flying (because the flight started two hours previously and had continued up to that moment)

**d** • Tell SS to go to **Grammar Bank 2B** on page 134. Go through each example and its corresponding rule with the class.

#### **Grammar notes**

- rules 1–3: narrative tenses

  This should all be review for SS at this level.
- rule 4: past perfect continuous

This will probably be a new tense for most SS. It has the same form as the present perfect continuous except that the auxiliary *had* is used instead of *have/has*. As with the present perfect continuous, it is not usually used with non-action verbs, e.g., *be*, *like*, *have*, *know*, etc.

- past perfect simple or past perfect continuous?

  As with the present perfect simple and present perfect continuous, you often have to use one or the other.

  However, again, there are some instances where either can be used but with a difference in meaning.

  In the examples given in the box, emphasize that she'd been reading a book = she may have just finished or may still be reading the book. She'd read the book = she has definitely finished the book.
- Get SS to do the exercises for **2B** on page 135 in pairs or individually. Check answers.
  - a 1 we'd been standing
    - 2 had stolen
    - 3 had been raining (had rained)
    - 4 'd had
    - 5 'd changed
    - 6 'd been sunbathing ('d sunbathed); hadn't put on
    - 7 had been arguing (had argued)
    - 8 'd fallen
  - b 1 were checking in
    - 2 had won
    - 3 had been looking forward to
    - 4 had forgotten
    - 5 had arrived
    - 6 ran
    - 7 went
    - 8 was filling out
    - 9 hurried
    - 10 caught
- Tell SS to go back to the main lesson on page 26.
- Focus on the task and get SS to work either in pairs or in groups of three. Set a time limit and remind SS that they have to try to use the four different tenses in the sentence completions.
  - Get responses and accept all correct meaningful sentences.

#### Possible answers

- 1 ... had a broken headlight.
  - ... was driving too fast.
  - ... had gone through a red traffic light.
  - ... had been using his cell phone.
- 2 ... it was very hot.
  - ... I was feeling stressed.
  - ... I had drunk too much coffee after dinner.
  - ... I had been watching scary movies.

## 4 **PRONUNCIATION** irregular past forms

## **Pronunciation notes**

This exercise focuses on commonly mispronounced irregular past verb forms. Sometimes SS at this level still have some ingrained pronunciation problems with some of the more difficult irregular past and past participle forms, e.g., the -ought / -aught endings.

- **a** Focus on the sound pictures and elicit the eight sounds (/u/, /i/, /o/, /or/, /a/, /ov/, /ε/, /ei/)
  - Then get SS in pairs to look at the sentences, focusing on the irregular verbs, and match them to the sound pictures.
- **b** 2.5 Play the CD for SS to check. Check answers.

## 1 C 2 B 3 E 4 A 5 G 6 F 7 D 8 H

- Give SS time to practice saying the sentences correctly.
- Remind SS that:
  - verbs ending in -aught are pronounced exactly the same as ones that end in -ought, e.g., thought, bought, brought, fought.
  - the *u* in *built* is silent.
  - the ea in read (past tense) is irregular and is pronounced /ε/
  - although paid is pronounced /peid/, said is pronounced /sed/.

#### 2.5

CD1 Track 30

- 1 I thought he'd caught that flight. I saw him checking in.
- 2 The hotel was built in 1950. The date was written above the door.
- 3 The company has become successful since it won the prize for Best Airline.
- 4 I flew to Mexico City. I knew the city very well.
- 5 She read for a while before she fell asleep in her bed.
- 6 We chose a bad day to travel. We hadn't known about the bad weather.
- I heard that they'd been hurt in the accident, but they weren't.
- 8 She said she'd paid for the tickets with money she'd taken from my wallet.

## Extra idea

If you think your SS still have problems with regular -ed endings, you could review these. Get SS to draw three columns, /t/, /d/, and /ɪd/. Dictate these sentences and get SS to write the verb in the correct column:

We **arrived** at the airport.

The train **started** to move.

We **needed** a cup of coffee.

We traveled all night.

We checked in late. We nearly missed our flight.

The train crashed into a

The plane landed on time.

We staved at an awful hotel.

checked missed crashed

darrived traveled stayed

/rd/ needed landed started

#### Remind SS that:

- verbs that end in an unvoiced sound (made without using the voice box), e.g., that end in /k/, /f/, /p/, /t/,  $t \int /t dt$ , and  $t \int /t dt$ , are pronounced  $t \int /t dt$  when you add -ed /t -d.
- verbs that end in a voiced sound (sounds that are made using the voice box - you can feel the sound vibrate if you touch your throat) are pronounced /d/ when you add -ed/-d.
- verbs that end in the sound /t/ or /d/, e.g., end, need, invite, and want, are pronounced /Id/ when you add -ed/-d.

## 5 LISTENING

- a Focus on the task and the six questions. Then give SS time to discuss them in pairs.
- **b** 2.6 Play the CD once. Ask SS how many they guessed right.

2.6

CD1 Track 31

(audioscript in Student Book on page 122)

#### I = Interviewer, S = Steven, R = Richard

I With me in the studio today are two pilots, Richard and Steven, who are going to answer some of the most frequently asked questions about flying and air travel. Welcome to both of you.

S&R Thank you.../Nice to be here.

- Now, the first question is: what weather conditions are the most dangerous when flying a plane?
- Probably the most dangerous weather conditions are when the wind changes direction very suddenly. This tends to happen during thunderstorms and typhoons, and it's especially dangerous during takeoff and landing. But it's rather unusual – I've been flying for 37 years now, and I've only experienced this three or four times.
- I Is all turbulence dangerous?
- s No, in fact, it's not usually dangerous. Pilots know when to expect turbulence, and we try to avoid it by changing routes or flight levels.
- Which is more dangerous, takeoff or landing?
- R Both takeoff and landing can be dangerous. They're the most critical moments of a flight. Pilots talk about the "critical eight minutes" - the three minutes after takeoff and the five minutes before landing. Most accidents happen in this period.
- s I would say takeoff is probably slightly more dangerous than landing. There is a critical moment just before takeoff when the plane is accelerating, but it hasn't yet reached the speed to be able to fly. If the pilot has a problem with the plane at this point, he has very little time - maybe only a second - to abort the takeoff.
- R That's true.
- I Passengers often think that putting on seat belts in a plane is really a waste of time. Is that true?
- R Not at all. When the plane is moving on the ground, and the pilot suddenly puts the brakes on, passengers can be thrown out of their seats, just like in a car. But more importantly, during the flight, if there is sudden and severe turbulence, you could be thrown all over the cabin if you aren't wearing your seat belt. That's why airlines usually recommend you wear your belt even when the seat belt light is off.
- Do we really need to listen to the safety information?



s It's definitely worth listening to the information about emergency exits. If there's a fire on a plane, it may be dark and the plane will be full of smoke and fumes. So listening to where the exits are and knowing which one is the nearest exit to you might save your life. Most airline crew members can even tell you where the emergency exits are in the hotels where they stay.

I What about life jackets?

- R Fortunately, planes very rarely have to land in water but, to be honest, the chances of surviving if your plane *did* crash into the ocean are not high.
- Are some airports more dangerous than others?
- s Yes, some are particularly airports with high mountains around them and airports in countries with older or more basic navigation equipment.
- R For some difficult airports like, let's say Kathmandu, they only allow very experienced pilots to land there. And for some of these airports pilots have to practice on a simulator first before they are given permission to land a plane there.
- I How important is it for pilots and air-traffic controllers to speak good clear English?
- s It's the official language of the air, so obviously it's crucial for pilots and air-traffic controllers to speak good English. To be honest, it doesn't always happen.
- R And besides people's English not being good, some countries don't respect the convention and don't force their pilots to speak in English. But most of them do, fortunately.
- Play the CD again for SS to listen for more detail. Check answers.
  - 1 Sudden changes of wind direction, especially during thunderstorms and typhoons. But most turbulence isn't dangerous because pilots are prepared.
  - 2 Both are dangerous, but takeoff is a little more dangerous than landing, especially if there is a problem just before the plane goes into the air.
  - 3 Yes, because if the plane moves suddenly, e.g., in turbulence or when the plane brakes on the ground, you can be thrown out of your seat.
  - 4 Yes, because if there's a fire, it might be dark and knowing where the nearest exit is could save you.
  - 5 Yes, especially ones with mountains or in countries with older more basic equipment. Only very experienced pilots are allowed to land at these airports.
  - 6 Very important because it's the official language of the air.
- **d** 2.7 Focus on the task and play the CD. Elicit the three questions.
  - 1 Have you ever had a problem with a famous person as a passenger?
  - 2 What's your most frightening experience as a pilot?
  - 3 Have you ever become ill during a flight?

**2.7** CD1 Track 32

(audioscript in Student Book on page 123)

- I Have you ever had a problem with a famous person as a passenger?
- R I've carried a lot of famous people, and they are usually very well behaved. But I remember once I had the actor Steven Seagal as a passenger and the cabin crew told me that he had just gotten on board, and he was carrying an enormous samurai sword. Weapons aren't allowed on board, of course, so I had to go and speak to him. He looked very imposing standing in the cabin. He was about six and a half feet tall, dressed completely in black, carrying a sword, and he is as you probably know a martial arts expert. But, in fact, he was perfectly willing to give us the sword, which was gold and had been given to him as a present in Bali.
- I What's your most frightening experience as a pilot?
- S Crossing the street outside the airport terminal! That's certainly the most dangerous thing I do. Probably in connection with flying, my most frightening experience would have to be a near miss I had when I was flying a Boeing 747 at night. A small airplane passed in the opposite direction just 50 feet below my plane. Just after this happened, a flight attendant brought us some hot snacks, and I distinctly remember how good they tasted!
- I Have you ever become ill during a flight?
- R Once I was flying from Hong Kong to Toronto, that's a 15-hour flight, and I got food poisoning after six hours. I felt terrible incapable of doing anything at all for the rest of the flight. Luckily, though, the rest of the crew was fine, because on all flights the crew members are given different meals, just in case. So, because my copilots had eaten a different meal and felt fine, the flight was able to continue safely.

## **Extra support**

If there's time, get SS to listen to the CD with the audioscript on page 122 and page 123 so they can see exactly what they understood/didn't understand. Translate/explain any new words or phrases.

- Now play the CD again and give SS, in pairs, time to remember the stories. Then elicit the stories from SS.
- **f** Do this as an open class question.

#### 6 SPEAKING

- Focus on the GET IT RIGHT box and go through it with SS. Remind SS to use interested/surprised intonation as appropriate.
  - Put SS in pairs, A and B, and tell them to go to
     Communication Flight stories, A on page 116 and
     B on page 119. Go through the instructions and make
     sure SS know what they have to do.
  - Give SS time to read and retell their stories. Then find out which story SS thought was the most incredible and why (in fact they are both true stories).



- **b** Focus on the task and on the **Story plan**. Give SS plenty of time to plan their stories and go round checking whether they need any help with vocabulary.
- **c** Focus on the instructions. Monitor and help while SS tell each other their stories, correcting any misuse of narrative tenses and encouraging the listener to listen actively.

## **Extra support**

Tell one of the stories yourself first, and elicit responses and questions from the class. Then ask SS if they think the story is true or invented. When SS have finished telling their own anecdotes, you could get them to change partners and retell it.

## **Extra photocopiable activities**

Grammar

narrative tenses page 162

**Communicative** 

Did it really happen to you? page 200 (instructions page 190)

## **HOMEWORK**

Study Link Workbook pages 17–19



- G adverbs and adverbial phrases
- **V** confusing adverbs and adverbial phrases
- P word and sentence stress

# **Incredibly short stories**

## **Lesson plan**

In this lesson, the grammar focus is on adverbs and adverbial phrases and their position in sentences. The topic is stories and reading. In the first half of the lesson, SS read and later write mini sagas, 50-word stories with a twist. In the second half, they read and listen to an American short story. The ending of the story is on the CD in order to create more suspense. The vocabulary focus is on certain pairs of adverbs that are often confused, and the pronunciation focus is on word and sentence stress.

## **Optional lead-in** (books closed)

- Review adverb formation. Write the following adjectives on the board:
  - unfortunate careful angry fast slow good bad
- Give SS a moment to write the adverb for each adjective. Check answers.
  - unfortunately, carefully, angrily, fast, slowly, well, badly
- Remind SS that adverbs are often formed from adjectives by adding -ly, but that there are also many other adverbs that are not formed from adjectives and that don't end in -ly (e.g., always, never, just, etc.). They can also be phrases, e.g., twice a week.
- Point out that there are also some words that end in -ly that aren't adverbs, e.g., *friendly*, (it is an adjective).
- Elicit/remind SS that adverbs are used either to describe an action (*He walked slowly*) or to modify an adjective or other adverbs (*It's extremely expensive*).

## **1 GRAMMAR** adverbs and adverbial phrases

a • Books open. Focus on the task. Set a time limit the first time SS read the mini sagas, and tell SS to use the pictures and the glossary to help them. Check answers.

A In the cards

C Meeting the boss

**B** Generation gap

- D Good intentions
- **b** Focus on the instructions and elicit the meaning of *cryptic* (= the meaning is not immediately understood). Get SS to talk about what they think each story is about. Then get responses from different pairs.
  - A A woman has a relationship with a man. She goes to see a Gypsy who says the relationship has no future. The man goes to the US, and she doesn't see him for five years and is very lonely. Suddenly she gets a letter from him inviting her to come and join him. The twist is that she gets a ticket to go to New York on the *Titanic* (which sinks). So the Gypsy was right.

- B A man, whose wife has died, lives with his teenage daughter. He thinks she is being difficult because he likes going out at night, but she gets worried when he comes back late. This time he stayed out really late and when he got home, his daughter was very angry. The twist is that the reader imagines that the situation is the other way around, i.e., that the man is waiting for his daughter to come home.
- C A new maid, who knows nothing about the master of the house, has been employed. She is given instructions about what she will have to do for her master, and then asks who the master is. She discovers that she will be taking care of the dog that she has just tripped over not a person.
- D A woman who is disorganized and messy decides to become more organized and buys a book to help her. She starts cleaning up her house. The twist is that when she is cleaning the bookcase, she finds exactly the same book, which she had bought last year but that has obviously had no effect!

## **Extra support**

Do story 1 with the whole class. Elicit the story from SS by asking, e.g., Who had the woman originally gone to see? (a Gypsy), What did the Gypsy tell her? (that she had no future with the man she loved), How long had it been since she last saw him? (five years), What had she just received from him? (a letter asking her to go to New York and join him), Why is it probable that the Gypsy was right? (Because she's about to go on the Titanic and so will probably die when the ship sinks).

Then get SS to explain the other three stories in pairs.

c • Focus on the instructions and go through the five categories of adverbs. Make sure SS understand the categories by giving more examples if necessary. Focus on the example. Then get SS to continue in pairs. Check answers

Types of adverbs

Time: immediately, early, five minutes later, last year

Manner: angrily Frequency: always

Degree: unbelievably, increasingly, so

Comment: unfortunately

- **d** Explain that one of the problems with adverbs is where to put them in a sentence, and elicit that there are three possible positions: at the beginning, at the end, or in the middle (usually before the main verb) of the phrase/sentence. Tell SS that although the rules may seem a little complicated, they will probably have a good instinct for where adverbs should go, and that they should try to say them a few times to see which position sounds best.
  - Get SS in pairs to put the adverbs in the sentences. Check answers.



- 1 He speaks three languages fluently.
- 2 I hardly ever have breakfast during the week.
- 3 My brother was in a car crash, but fortunately he wasn't hurt.
- 4 It's often extremely hot in New York in July and
- 5 When I know the date, I'll call you right away.
- Tell SS to go to Grammar Bank 2C on page 134. Go through each example and its corresponding rule with the class.

#### **Grammar notes**

This is an area of grammar where practice and SS' own instinct as to what sounds right will probably be more useful in the long run than memorizing rules. A useful tip to tell SS is that with adverbs that don't end in -ly (e.g., ever, even, just, etc.), if in doubt, put them in mid-position, e.g., before the main verb.

## • rule 1: adverbs of manner

In spoken English, adverbs of manner usually go after the verb or verb phrase, e.g., He opened the door quietly. However, in written English, e.g., a novel, they are sometimes used before the verb for dramatic effect, e.g., He quietly opened the door and came in. Jane quickly explained why she was leaving.

Give SS some more examples of adverbs of manner in passive sentences: Their house is beautifully designed. It's a well-written story.

## • rule 5: comment adverbs

Other common ones are surprisingly, ideally, in fact, basically, honestly.

• Get SS to do the exercises on page 135 in pairs or individually. Check answers after each exercise.

a 1	very much 🗡	She likes the theater very much.
2	late, yesterday	
	Immediately X	The ambulance arrived immediately.
4	usually, after work X	They usually go jogging after work.
5	extremely, last night	
	easily, so well X	They won the game easily
		because they played so well.
7	almost X	I almost forgot your birthday,
- 8	luckily X	Luckily we had taken an umbrella.
9	always, healthily	
	apparently X	Apparently he's been fired from his job.
5.1	The building was bad week.	ly damaged in the fire last
2	Obviously we need to	do something quickly.

- 3 Ben is often at his friend's house in the evening.
- 4 She just walked and didn't even say good-bye.
- 5 He always drives extremely fast.
- 6 She danced beautifully at the ballet last night.
- 7 Luckily she wasn't seriously injured when she fell.
- 8 Apparently he nearly broke his leg when he was skiing.
- **9** My father usually sleeps a little in the afternoon.

- Tell SS to go back to the main lesson on page 29.
- 2.8 This is an oral grammar practice activity. Focus on the instructions and tell SS the sound effects will tell them what is happening in each situation. They then need to complete each sentence using the adverb in bold. Demonstrate by playing the CD and pausing after 1. Then continue, pausing the CD each time for SS, in pairs, to write the sentences. Play each sound effect again if necessary. Check answers.

#### Possible answers

- 2 ... suddenly, the lights went out / there was suddenly a power outage / the lights suddenly went out, etc.
- ... luckily he found it in his pocket.
- 4 ... they hardly know/knew each other.
- 5 ... it was raining (so) hard, etc.
- 6 ... he talked/was talking incredibly fast/quickly.

#### 2.8

CD1 Track 33

- 1 sound effects of man running
- 2 sound effects of a power outage at party
- 3 A Can I see your boarding pass?
  - B Oh no! I lost it! Where is it; where is it?
  - I'm afraid you can't fly if you don't have your boarding pass, sir.
  - Oh, what a relief! It's in my pocket.
- Tom, this is Andrea but of course you two know each other, don't you?
  - B Actually, we've only met once, so not really. Hi, Andrea.
- 5 I can't see a thing. I think we'd better stop for a little while.
- **6** Chinese man Excuse me. Please, could you tell me

Cab driver

how to get to the train station? Yeah, sure, buddy. Straight down Fourteenth Street, left at the light,

take the third right, then it's right in front of you. Can't miss it!

## 2 VOCABULARY confusing adverbs and adverbial phrases

a • Focus on the pairs of adverbs and tell SS that first they just have to match each pair to a pair of sentences, but they don't have to worry yet about which adverb goes where. Check answers.

especially/	specially	4		
ever/even		- 8		
hard/hardl	v			
in the end/		1 3		eggia (2018) Programma (2018) Programma (2018) Programma (2018)
late/lately		2		
near/nearl	Y = 71	0		<b>My</b> forda y
still/yet				

**b** • Focus on the instructions and stress that SS should think about the two sentences, and then write the missing adverb in the Adverb column. Give SS time to do this in pairs and discuss each pair of sentences. Check answers.



- 1 a hardly, b hard
- 2 a late, b lately
- 3 a At the end, b in the end
- 4 a especially, b specially
  5 a actually, b right now
  6 a nearly, b near
- 6 a nearly, b near
- 7 a yet, b still
- 8 a ever, b even
- Point out that:
  - hard = not easy; hardly = almost nothing.
  - late = not early; lately = recently.
  - at the end must be used with a noun, e.g., road, movie; in the end is used on its own.
  - specially goes with adjectives, e.g., specially designed; *especially* = in particular.
  - actually doesn't mean at the moment; it means the same as in fact or to tell the truth.
  - nearly and almost have the same meaning.
  - Sentences like *I haven't found a job yet* and *I still* haven't found a job mean more or less the same, but the use of still is more emphatic than not yet.
- **c** Give SS time to test themselves on the adverbs.

## 3 PRONUNCIATION word and sentence stress

## **Pronunciation notes**

Remind SS that if they aren't sure where the main stress is in a word, they should first try it out with the stress in different places and see which sounds best. If they are still unsure, they should check with a dictionary.

- **a** Focus on the adverbs and give SS time to underline the main stressed syllable.
- **b** 2.9 Play the CD and then check answers.

2.9		CD1 Track 34
abso <u>lutely</u> <u>ac</u> tually <u>al</u> most apparently <u>de</u> finitely	es <u>pe</u> cially <u>e</u> ven ex <u>treme</u> ly <u>for</u> tunately i <u>de</u> ally	in <u>cre</u> dibly <u>lu</u> ckily un <u>for</u> tunately

c • 2.10 Focus on the information box and remind SS that adverbs, like adjectives, are always stressed in a sentence. Then give SS time to underline the stressed words. Play the CD. Check answers, and get SS to practice saying the sentences.

#### 2.10

CD1 Track 35

- 1 There was a lot of traffic, and unfortunately we arrived extremely late.
- 2 We definitely want to go abroad this summer, ideally somewhere hot.
- 3 It's <u>incredibly easy</u> <u>even</u> a <u>child</u> could <u>do</u> it!
- 4 I thought he was Portuguese, but actually he's Brazilian.
- 5 You said they'd already gone, but apparently they're still here.
- 6 I <u>absolutely love Italian food</u>, <u>especially pizza</u>.

## 4 WRITING

- a Focus on the instructions and the rules. Then put SS in pairs and get them to choose a title.
- **b** Get SS to write their plot together. Tell them to make it as short as possible but not to count the words yet.
- **c** Now give SS time to edit their story to get the right number of words. Remind them that they have to include two adverbs. Monitor and help as they write, and suggest ways they could cut down or expand their stories.
- **d** When SS have finished, get them to exchange stories with other pairs, or get the pairs to read their stories aloud for the class to vote for their favorite.

## Extra support

Tell SS you're going to dictate a plot for the story A summer romance. Then dictate the following story:

They met on the beach and immediately they fell in love. They spent every day together. When she left, he promised faithfully to write. At home, she sat by the computer but her inbox was always empty.

Now tell SS that the story is 37 words long. They need to add 13 more words to improve the story and make it into a mini saga. Give SS time to do this in pairs, and then get them to read aloud their stories.

## **5 SPEAKING**

Put SS in pairs and tell them to go to Communication **Reading habits** on page 117. Go through the instructions and the questionnaire, and check SS understand all the text types. A then interviews B with the questionnaire. Monitor, and encourage A to ask for more information where appropriate. They then change roles.

## 6 READING & LISTENING

- 2.11 Focus on the Reading for pleasure box and go through it with SS. Then focus on the instructions. Tell SS that this story recently won an Internet short story competition. It is unadapted, so it should be challenging but not too difficult. Remind SS to use the illustrations and glossaries to help them.
  - Tell SS they are going to read and listen to a story in chunks and then answer a few questions. Now play the CD. Get SS to discuss the questions. Check answers.
    - Little Brother™ is a robot doll. TM stands for trademark, which means a name or a symbol that a company uses for its products, e.g., Kleenex™, Lycra™.
    - 2 Talking like a baby, before he/she can say actual
    - 3 He pressed a button that turned Little Brother™ off.
  - You could ask a few more comprehension questions, e.g., Why did Peter want a Little Brother? Why did Peter's mother make him wait for so long?

2.11

CD1 Track 36

## Little Brother™ by Bruce Holland Rogers

Peter had wanted a Little Brother<sup>™</sup> for three Christmases in a row. His favorite TV commercials were the ones that showed just how much fun he would have teaching Little Brother<sup>™</sup> to do all the things that he could already do himself. But every year, Mommy had said that Peter wasn't ready for a Little Brother<sup>™</sup>. Until this year.

This year when Peter ran into the living room, there sat Little Brother™ among all the wrapped presents, babbling baby talk, smiling his happy smile, and patting one of the packages with his fat little hand. Peter was so excited that he ran up and gave Little Brother™ a big hug around the neck. That was how he found out about the button. Peter's hand pushed against something cold on Little Brother™'s neck, and suddenly Little Brother™ wasn't babbling anymore, or even sitting up. Suddenly, Little Brother™ was limp on the floor, as lifeless as any ordinary doll.

- 2.12 Play the CD. Get SS to discuss the questions. Check answers.
  - 4 She bounced him on her knee and told him what a good boy he was.
  - With the skin of the face in lines / folds, e.g., when you are going to cry.
  - 6 It makes you think that later Peter will change his mind and decide Little Brother™ was not such a good present.
- You could ask a few more comprehension questions, e.g., Why did Peter like the fire engine? Why didn't Peter get as many presents as last year?

#### 2.12

CD1 Track 37

"Peter!" Mommy said.

"I didn't mean to!"

Mommy picked up Little Brother<sup>TM</sup>, sat him in her lap, and pressed the black button at the back of his neck. Little Brother<sup>TM</sup>'s face came alive, and it wrinkled up as if he were about to cry, but Mommy bounced him on her knee and told him what a good boy he was. He didn't cry after all.

"Little Brother™ isn't like your other toys, Peter," Mommy said. "You have to be extra careful with him, as if he were a real baby."

She put Little Brother™ down on the floor, and he took tottering baby steps toward Peter. "Why don't you let him help open your other presents?"

So that's what Peter did. He showed Little Brother<sup>TM</sup> how to tear the paper and open the boxes. The other toys were a fire engine, some talking books, a wagon, and lots and lots of wooden blocks. The fire engine was the second-best present. It had lights, a siren, and hoses just like the real thing. There weren't as many presents as last year, Mommy explained, because Little Brother<sup>TM</sup> was expensive. That was okay. Little Brother<sup>TM</sup> was the best present ever! Well, that's what Peter thought at first.

- 2.13 Play the CD. Get SS to discuss the questions. Check answers.
  - 7 He took the torn wrapping paper out of the wagon and threw it on the floor. He turned the pages of Peter's book too fast.
  - 8 Suddenly took and held hard.
  - 9 Accept all possible answers here, but don't tell SS what is going to happen.
- You could ask a few more comprehension questions, e.g., What happened when Peter tried to build a tower? Why do you think Peter didn't want Little Brother to cry?

#### 2.13

CD1 Track 38

At first, everything that Little Brother<sup>™</sup> did was funny and wonderful. Peter put all the torn wrapping paper in the wagon, and Little Brother<sup>™</sup> took it out again and threw it on the floor. Peter started to read a talking book, and Little Brother<sup>™</sup> came and turned the pages too fast for the book to keep up.

But then, while Mommy went to the kitchen to cook breakfast, Peter tried to show Little Brother™ how to build a very tall tower out of blocks. Little Brother™ wasn't interested in seeing a really tall tower. Every time Peter had a few blocks stacked up, Little Brother™ swatted the tower with his hand and laughed. Peter laughed, too, for the first time, and the second. But then he said, "Now watch this time. I'm going to make it really big."

But Little Brother™ didn't watch. The tower was only a few blocks tall when he knocked it down.

"No!" Peter said. He grabbed hold of Little Brother™'s arm. "Don't!"

Little Brother™'s face wrinkled. He was getting ready to crv.

Peter looked toward the kitchen and let go. "Don't cry," he said. "Look, I'm building another one! Watch me build it!"

Little Brother™ watched. Then he knocked the tower down.

Peter had an idea.

- 2.14 Play the CD. Get SS to discuss the questions. Check answers.
  - 10 Because she saw that Little Brother™ was on the floor and had been turned off.
  - 11 Because even when he is turned off, he can still see, hear, and feel.
  - 12 Because she hadn't noticed his tower and that he had already picked up the wrapping paper once.
  - 13 Accept all possible answers here, but don't tell SS what is going to happen.



## CD1 Track 39

When Mommy came into the living room again, Peter had built a tower that was taller than he was, the best tower he had ever made. "Look!" he said.

But Mommy didn't even look at the tower. "Peter!" She picked up Little Brother™, put him on her lap, and pressed the button to turn him back on. As soon as he was on, Little Brother<sup>TM</sup> started to scream. His face turned red.

"I didn't mean to!"

"Peter, I told you! He's not like your other toys. When you turn him off, he can't move, but he can still see and hear. He can still feel. And it scares him."

"He was knocking down my blocks."

"Babies do things like that," Mommy said. "That's what it's like to have a baby brother."

Little Brother™ howled.

"He's mine," Peter said too quietly for Mommy to hear. But when Little Brother™ had calmed down, Mommy put him back on the floor, and Peter let him toddle over and knock down the tower.

Mommy told Peter to clean up the wrapping paper, and she went back into the kitchen. Peter had already picked up the wrapping paper once, and she hadn't said thank you. She hadn't even noticed.

Peter wadded the paper into angry balls and threw them one at a time into the wagon until it was almost full. That's when Little Brother™ broke the fire engine. Peter turned just in time to see him lift the engine up over his head and let it drop.

**b** • 2.15 Tell SS that they are now going to hear the end of the story. Focus on the questions. Then play the CD once. Get SS to discuss the questions. Then play the CD again. Elicit answers from SS, but don't tell them exactly what the answers are.

## 2.15

CD1 Track 40

(audioscript in Student Book on page 123) "No!" Peter shouted.

The windshield cracked and popped out as the fire engine hit the floor... broken. Peter hadn't even played with it once, and his second-best Christmas present

Later, when Mommy came into the living room, she didn't thank Peter for picking up all the wrapping paper. Instead, she scooped up Little Brother<sup>TM</sup> and turned him on again. He trembled and screeched louder than ever.

"My God! How long has he been off?" Peter's mother demanded.

"I don't like him!"

"Peter, it scares him! Listen to him!"

"I hate him! Take him back!"

"You are not to turn him off again. Ever!"

"He's mine!" Peter shouted. "He's mine and I can do what I want with him! He broke my fire engine!" "He's a baby!"

"He's stupid! I hate him! Take him back!"

"You are going to learn to be nice with him."

"I'll turn him off if you don't take him back. I'll turn him off and hide him someplace where you can't find him!"

"Peter!" Mommy said, and she was angry. She was angrier than he'd ever seen her before. She put Little Brother™ down and took a step toward Peter. She would punish him. Peter didn't care. He was angry, too. "I'll do it!" he yelled. "I'll turn him off and hide him someplace dark!"

"You'll do no such thing!" Mommy said. She grabbed his arm and spun him around. The spanking would

But it didn't. Instead, he felt her fingers searching for something at the back of his neck.

- **c** Now get SS to go to the audioscript on page 123. Play the CD again for them to listen and read, and check their answers to **b** 1–4. Explain / translate any vocabulary problems.
  - He turned him off.
  - She was very angry with Peter.
  - He threatened to turn Little Brother™ off and hide him someplace dark.
  - 4 She turned Peter off!
- **d** Do this as an open class question.
  - Finally, tell SS to go to Phrasal verbs in context File 2 on page 157 and complete the phrasal verbs which have come up in this File. (Answers on page 153)

## Extra photocopiable activities

#### Grammar

adverbs page 163

#### **Communicative**

Guess my adverb page 201 (instructions page 190)

### Vocabulary

Review race page 222 (instructions page 219)

## HOMEWORK

Study Link Workbook pages 20–22

# Colloquial English FLYING HIGH

## **Lesson plan**

In the first part of this lesson, the person interviewed is Heidi Evans, a flight attendant for JetBlue, a discount airline. In the second part of the lesson, people on the street are asked how they feel when they fly, what they like least about flying, and if they have ever had any frustrating experiences when traveling by plane.

Study Link These lessons are on the American English File 4 Video, which can be used instead of the Class Audio CD for these lessons (see Introduction on page 9). SS can get more practice on the MultiROM, which contains more of the short street interviews with a listening task and audioscripts.

## Optional lead-in (books closed)

• Tell SS to go to page 25 and review the vocabulary they learned for air travel. They can either test themselves by covering the column on the right and trying to remember the words, or they can test each other: A (book open) reads the sentences in At the airport and B (book closed) says the missing words. They then change roles for On the plane.

## THE INTERVIEW

 Books open. Focus on the photos and get SS to tell you what they can see.

A flight attendant (Heidi Evans) and a plane safety card.

- Now focus on the task and on the glossary. Go through
  it with the class, eliciting from them how to pronounce
  the words and phrases. You may also want to pre-teach
  the word *armrest* (= the part of a seat or chair that
  supports your arm).
- **b** 2.16 Focus on the task. Put SS in pairs and give them time to read the questions. Encourage SS not to write anything down when they listen the first time. They should listen and try to get the gist of what the speakers are saying, and then discuss the questions with their partner.
  - Play the CD once (part 1). Give SS time to discuss the questions and tell each other what they understood.
     Then play the CD once or twice more. This time, SS might want to jot down things they heard to help them remember the answers to the questions. Check answers.
    - 1 She saw a movie about a flight attendant, and being one looked really exciting.
    - 2 She learned what to do in emergency situations, e.g., CPR, use a defibrillator, etc. She also learned to deal with people who are afraid to fly, who don't want to be on the plane anymore, or who are sick.
    - 3 Someone who is happy, energetic, and loves to fly. Someone with good customer skills.
    - 4 You travel for free, you can visit the country, there's no office it always changes.
    - 5 Delays, red-eye flights.

**2.16** CD2 Track 2

(audioscript in Student Book on page 123)

#### I = Interviewer, H = Heidi Evans

- I Heidi Evans is a flight attendant for JetBlue, a discount airline. What made you want to be a flight attendant?
- H I actually saw a movie about a flight attendant, and it looked like something I could do. It looked very exciting, traveling around the world, meeting new people, going to different destinations.
- I What kind of training did you have?
- H We had an extensive training, four weeks down in Orlando. We did a lot of work on the cabin simulators, we did a lot of emergency situations, a lot of safety drills to make sure we were prepared if something ever would occur that we would need to use our emergency situation skills for. We learn how to deal with many different situations... safety related, we learn CPR, we learn how to use a defibrillator. We learn how to deal with situations where people are afraid to fly, where people don't want to be on the airplane anymore, or they are sick.
- I What kind of person do you think the airlines are looking for?
- H Someone who is happy, energetic, loves to fly, loves to be at their job. They don't really want to hire somebody that's going to be cranky and doesn't want to be there. They're looking for someone with good customer service skills. They're looking for someone who is patient, someone who is willing to go the extra mile, someone who is willing to work with other people.
- I What are the good sides of being a flight attendant?
- H There are a lot of good perks being a flight attendant! You get to travel for free, you can go visit the country—which I take advantage of, many times. There's no office. There is an office it's the plane but it changes every day. My destinations change, the people on the plane change, which is exciting because I get to meet a whole slew of people that are new, that's different and it's great! That's the great perk for me.
- I And what are the bad sides?
- H There aren't that many bad sides. The few you could think of probably would be the delays, the sitting, waiting, but that doesn't happen as much as people think. There's also red-eye flights, which is flying throughout the night, through the whole night, and you're up all night and you have to get in and you get very exhausted. It takes a toll on your body, so you pretty much sleep the rest of the day when you get home

## Extra challenge

You could use the audioscript above to elicit more detailed answers from SS.

c • 2.17 Focus on the task and play the CD once (part 2). Give SS time to discuss the questions and what they understood. Then play the CD once or twice more. Check answers.

- 1 Get plenty of sleep, drink a lot of water, and exercise.
- 2 Walk through the aisle, stretch your legs and calves, and drink lots of water.
- 3 She asks the passengers if they are OK and answers their questions.
- 4 You can see them clench their fists, close their eyes, and make a scared face.
- 5 The plane made an emergency landing and everyone got off safely.

#### 2.17

CD2 Track 3

(audioscript in Student Book on page 123)

- I What tips do you have for someone going on a long flight?
- H Before you go on a long haul, red-eye flight through the night, I suggest you sleep in the morning before, make sure you get plenty of rest, drink lots of water. Always a good thing to do is exercise before and, actually, while you're on the flight, take walks through the aisle, stretch your legs, stretch your calves, drink plenty, plenty, plenty of water.
- You must come into contact with a lot of passengers who are afraid of flying. How do you deal with this?
- H We just ask "Are you okay? Do you have a question? Do you need something?" And usually it's, "What's that noise? What's that bump? What's going on?" And we calm them down, talk to them, and they usually... once they get their questions answered, they're usually pretty good.
- I How can you tell if someone's scared?
- H You can see it in their face. You can see them clenching their fists onto the armrests, their eyes are shut tightly, they're making a scared face.
- I Have you ever been in a dangerous situation?
- H Yes, I have. We were taking off out of New York, and as we were taking off, we started to smell smoke. We looked around, and you could actually see little bits of smoke coming through the cabin, and at that moment we called the captain, we told him, "We smell smoke. There's smoke in the cabin." And at that point he got on the phone with the ground people to make an emergency landing. The flight attendants got up. We walked through the cabin, we looked, calmed the people down, we told them, "Everything is going to be fine." We got back in our seats, we landed the plane, got the people off the plane safely. Everyone worked together, nobody got hurt, thankfully, and that was that. We ended up getting in another plane, taking off, and landing at our destination just fine.
- d 2.18 This exercise gives SS intensive listening practice in deciphering phrases where words are often run together, and it introduces them to some common expressions often used in spoken English. Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing words and then the meaning of the whole phrase. Repeat for the other five phrases.
  - 1 deal with (= doing what needs to be done)
  - 2 willing to (= wants to)
  - 3 get to (= have a chance to)
  - 4 pretty much (= basically)
  - 5 at that point (= at that particular moment in time)
  - 6 that was that (= that is how it ended)

2.18

CD2 Track 4

- 1 We learn how to deal with many different situations...
- 2 ... someone who is willing to work with other people.
- 3 You get to travel for free ...
- 4 It takes a toll on your body so you pretty much sleep the rest of the day when you get home.
- 5 And at that point he got on the phone with the ground people to make an emergency landing.
- **6** Everyone worked together, nobody got hurt, thankfully, and that was that.
- e Tell SS to go to page 123 and look at the audioscript for the interview. Play the CD (part 1 and part 2) again and tell SS to read and listen at the same time. Deal with any vocabulary problems and ask SS what parts they found hard to understand and why, e.g., speed of speech, elision, pronunciation, etc.
  - Finally, focus on the question. You could also ask SS Do you know anyone who is afraid of flying? What effect does it have on their lives? Get SS to answer in pairs or as a whole class. Then elicit responses from the whole class.

## ON THE STREET

- **2.19** Focus on the photos of the people and elicit impressions (possible age, occupation, etc.).
  - Focus on the task. Play the CD once, and get SS to compare ideas. Then play it again, pausing after each speaker to check answers.

				Į											
					C										
					1										
					O										

Tiffany and Juan are afraid of flying.

#### 2.19

CD2 Track 5

(audioscript in Student Book on page 123)

I = Interviewer, Sh = Shelly, So = Sophie, T = Tiffany, J = Juan

#### Shelly

- I How do you feel when you fly?
- Sh I feel pretty good once I'm in the air. Taking off and landing is sometimes a little nerve-wracking, but otherwise, fine.
- What do you least like about flying?
- Sh Uh... probably my least favorite part about flying is waiting in long lines, whether it's for the bathroom, or check-in, or luggage.
- Have you ever had a frustrating experience when you were flying?
- Sh Yes, certainly. And I think we all have. There was a time in Chicago when I had to wait on the runway for about four hours, and they kept telling us that we'd be taking off any moment and that never happened and finally we got sent to a hotel and didn't get out until the next day.

#### Sophie

- How do you feel when you fly?
- So When I fly? I love to fly. I think it's so exciting.
- I What do you least like about flying?
- **So** Uh... I get bored after, like, in the third hour. Towards then I start getting bored.
- I Have you ever had a frustrating experience when you were flying?
- So Um, oh geez, off the top of my head that's pretty hard, I don't know.

#### Tiffany

- How do you feel when you fly?
- T Um, I'm not the easiest flyer. I feel a little bit nervous, especially about takeoff and landing.
- I What do you least like about flying?
- T Landing. I tend to feel a little bit sick when I land so, you know, nausea and kind of being uncomfortable and wanting to get off the plane right away.
- I Have you ever had a frustrating experience when you were flying?
- T Flying? Hmm... I can't think of anything offhand, but there's been a time... there have been times before where we've been stuck waiting to get off the plane for over an hour and a half without being able to get off, so... That was pretty frustrating, but aside from that, no.

#### Juan

- I How do you feel when you fly?
- J I get kind of nervous when I'm flying on planes. It's one of my fears.
- I What do you least like about flying?
- J Flying?... Uh... the turbulence, it's one of the scariest things. And just the stuff you see on the news, planes crashing, it's not something you want to do.
- I Have you ever had a frustrating experience when you were flying?
- J Uh... I had one bad experience when I was flying. We were going to Puerto Rico, I was about 12 years old, uh, the weather was terrible, the turbulence was awful, the plane dropped about 60 feet and... I... I just started bawling my eyes out. I had my younger brother right next to me, about four years old and telling me, "It's going to be all right." And here I am, the big guy, the oldest in the family, uh, crying my eyes out.
- **b** Focus on the task and give SS time to go through the sentences. Play the CD once. Get SS to compare what they think. Play it again if necessary and check answers.
  - 1 Tiffany
  - 2 Juan
  - 3 Sophie
  - 4 Shelly
- them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing word and then the meaning of the whole phrase. Repeat for the other three phrases.
  - 1 otherwise (= except for what has just been said)
  - 2 off the top of my head (= an idiom that means without thinking long about it)
  - 3 **offhand** (= right now; without thinking about it)
  - 4 crying my eyes out (= an idiom that means crying openly and a lot)

2.20

CD2 Track 6

- 1 Taking off and landing is sometimes a little nervewracking, but otherwise, fine.
- ... off the top of my head that's pretty hard. I don't know.
- 3 I can't think of anything offhand...
- 4 And here I am, the big guy, the oldest in the family, crying my eyes out.
- **d** Tell SS to go to page 123 and to look at the audioscript for **ON THE STREET**. Play the CD again and tell SS to read and listen at the same time. Deal with any vocabulary problems and ask SS what parts they found hard to understand and why, e.g., speed of speech, elision, pronunciation, etc.
  - Finally, focus on the three questions that the interviewer asked the people, and get SS to interview each other in pairs. Then elicit responses from the whole class.

## **HOMEWORK**

Study Link Workbook page 23

# WRITING A SHORT STORY

## Lesson plan

This second writing lesson focuses on using the narrative tenses practiced in **File 2** and also on using adjectives and adverbs to make a story more vivid.

**a** • Focus on the instructions and give SS a few minutes to read the story. Elicit the answers to the questions.

He wrote an e-mail, which had a negative comment about his boss's wife in it, and accidentally sent it to his boss. He was fired.

## Extra idea

Ask more questions about the story, e.g., What company did he work for? Why didn't he like his boss's wife?, etc.

**b** • Now focus on the task and on the adverbs and adjectives in the list. Remind SS to think about both the meaning and the position when they are choosing which word to put in the blank. Check answers.

1 family-run 6 new
2 fairly 7 extremely
3 well 8 quick
4 aggressive 9 immediately
5 frequently 10 An hour later

c • Focus on the instructions. Remind SS that in a story, they can either use reported speech or direct speech, i.e., dialogue, but if they use dialogue, SS should pay extra attention to punctuation. Give SS time to write out the sentences with the correct punctuation. Remind them to look at the dialogue in the story to help them. Check answers either by getting a student to write the text with punctuation on the board or by writing it yourself.

"Sit down," Mr. Simpson said coldly. "I want to talk to you about an e-mail you sent."

- Explain that quotation marks go outside any other punctuation, e.g., periods, commas, and question marks. Quotation marks can be double (") or single ('). Single quotation marks are used for a quote inside a quote.
- **d** Focus on the task and the **Useful language** box, and give SS a few moments to correct the mistakes. Check answers.

At that moment
 As soon as
 Ten minutes later

4 One morning in September

5 just in time

## WRITE a short story

Go through the instructions. Then either get SS to plan and write the story in class (set a time limit of about 20 minutes) or get them just to plan in class and write at home, or assign both planning and writing for homework. If SS do the writing in class, get them to exchange their stories with another student to read and check for mistakes before you collect them.

# REVIEW & CHECK

For instructions on how to use these pages, see page 31.

## **GRAMMAR**

1 a 2 c 3 c 4 b 5 a 6 c 7 b 8 a 9 c 10 b

## **VOCABULARY**

- a 1 hooded the others describe the design of a material
  - 2 stylish the others are materials
  - 3 station the others are about air travel
  - 4 backpack the others are clothes
  - 5 match the others describe what people do with clothes
  - 6 friendly the others are adverbs

b 1 off 5 in
2 out 6 like
3 behind 7 at
4 up
c 1 lately 5 lugs

c 1 lately 5 luggage
2 fit 6 especially

3 even 7 changing clothes

4 hard

## **PRONUNCIATION**

a 1 linen (it's /II/) 4 took (it's /U/)
2 nearly (it's /II/) 5 changed (it's /d/)
3 weren't (it's /ər/)

b stylish, undressed, arrivals, passenger, actually

## **CAN YOU UNDERSTAND THIS TEXT?**

a 1 E 2 A 3 B 4 D 5 C

 b bullets = small metal objects that are fired from a gun allayed my fears = calmed me down, stopped me from being afraid

rotten = that has gone bad and can't be eaten overhead compartment = small container above your head on a plane where you can leave your clothes, small bags, etc.

flipped the plane over = turned the plane upside down fellow = used to describe someone who is the same as you in some way

## **CAN YOU UNDERSTAND THESE PEOPLE?**

a 1 b 2 c 3 c 4 a 5 b

b 1 Cold, reserved, often depressed, and maybe suicidal.

2 Somewhat true, but not the suicide rate.

- 3 Because it hasn't fought in a war for 200 years and to show that the Swedes like to avoid conflict.
- 4 They avoid conflict, are very patriotic, and are passionate about protecting the environment.

5 They are very good in the house.

CD2 Track 7 2.21

- 1 A So what did you finally get?
  - B Well, I tried on a lot of things, but they were either the wrong size or the wrong color. There was this gorgeous bright blue leather jacket, and it was really reduced, but I could only find a small one ... and I almost got a black cashmere sweater, but then I thought, actually, I have one just like it already, so I left it ... and I finally went back to where the jackets were, and I found the blue one in a medium, so I got it. But now I'm not sure if I'll ever wear it.
- 2 Well, I've been here for about six months and I can tell you that people here are a lot stricter about being punctual than we are. Some friends of mine asked me to dinner, and I said what time, and they said about eight o'clock. Well, I didn't want to come too early because back home that's not good manners. So I arrived at about 8:25, and when my friend opened the door she said, "At last! Here you are! We thought you'd gotten lost." I mean, she made it pretty clear that I was late! Apparently it's OK to come about ten minutes later than the time people say, but not more... Strange huh? Back home people wouldn't mind at all, you
- 3 A So, what did you think, John?
  - B Well, I'd have to say that I didn't really enjoy it in fact, I didn't like it at all. Of course, I know some people love her style. And I really enjoyed the last one - what was it? - The Stationmaster's Daughter, but that had a good plot, and this one was just all over the place. And it's not that the characters weren't interesting - they were, but as soon as I started to get interested in one of them, they would suddenly disappear and new ones would appear. I just couldn't figure out what was happening.
- 4 Singapore Airlines announces a change of gate for Flight SQ27 to Taipei. This flight will now be departing from gate B50.
- 5 A Excuse me?
  - B Yes?
  - A Do you know if the flight from Rio has arrived yet?
  - B Uh, yes, it arrived about half an hour ago.
  - A The one that came via Miami?
  - That's right. But it arrived in Terminal 2. This is Terminal 3.
  - A Oh no! Then I've been waiting in the wrong place. Do you think all the passengers will have come out by now?
  - B It's hard to say. It all depends on how long it takes them to get their luggage and come through customs.
  - A Is there any way you could make an announcement in Terminal 2 so that I can let them know I'm coming? Otherwise they might think I'm not here to meet them.
  - B Yes, I can do that. What are their names?

CD2 Track 8 2.22

A lot of people think of us as cold and reserved, and often depressed, maybe even suicidal, but I don't think this is a good description of us. I suppose it's true that we have a tendency to be rather melancholic, maybe because of our long dark winters, but I don't think our suicide rate is especially high at all.

I think the Swedes do take life very seriously. And we are very self-conscious, especially in social situations, so maybe we do sometimes appear to be quite shy and cold when you first meet us. But, when you get to know a Swede, I think you will find us to be very friendly and

hospitable. Even, may I say, warm.

I think another very common characteristic of Swedish people is a wish to avoid conflict. It's not a coincidence that the Swedish army has not fought in a war for 200 years. But even in our day-to-day life we always try to reach agreement with each other; we don't like fighting or arguing. Personally, I think that's a very positive feature of the Swedish personality.

I think as a nation we are very patriotic – maybe because we are such a small country. If you go to Sweden, you will see the Swedish flag everywhere you go: on houses, on the tables in restaurants, even on birthday cakes. We are great nature lovers - we love being in the countryside. In the winter we ski, and in the summer we walk and have picnics. We are also very ecologically minded. We also believe very passionately in protecting the environment - we are very good at recycling and at using cleaner and greener technologies.

Oh, and Swedish men are very good in the house - that's something people always think of us and it's true. It's not uncommon in Sweden for the woman to go out to work and for the man to stay at home.



- **G** passive (all forms), it is said that ..., he is thought to ..., etc.
- **V** crime and punishment
- **P** the letter *u*

# The one place a burglar won't look

## File 3 overview

Lesson **3A** reviews all forms of the passive and introduces the structure *it is said that ..., he is thought to ...*, etc. **3B** introduces two new tenses, the future perfect and the future continuous. Finally, in **3C**, SS consolidate and expand their knowledge of future time clauses and first and zero conditionals. The lexical areas of the File are crime, weather, and common expressions with *take*.

## **Lesson plan**

In this lesson, the general topic is crime. In the first part, there is a speaking and listening that gives practical tips on how to protect your house from being burglarized and how to avoid being pickpocketed. In the second half of the lesson, SS read about an American judge who gives unusual and creative sentences. Crime provides a natural context for the review of passive forms, and SS also learn how to use the structure *it is said that..., he is thought to...* The vocabulary focus is on words related to crime and punishment, and the pronunciation focuses on the different sound–spelling relationship of the letter *u*.

## **Optional lead-in** (books closed)

- Elicit/explain the meaning of the verb burglarize.
- If you think SS won't mind, ask them to discuss the following:
  - Has your home (or your friends' or family's) ever been burglarized? What was stolen? Which room was it in?
  - Were the burglars ever caught?
  - Was any of the stolen property ever recovered?

#### 1 SPEAKING & LISTENING

- Books open. Focus on the quiz and elicit/explain what burglars are if you didn't do the optional lead-in above.
   Then focus on the GET IT RIGHT box and go through the expressions with SS.
- As an example, discuss the first question with the whole class. Ask them what they think and get individual SS to explain why. Then give SS, in pairs, time to discuss each question explaining the reasons for their answers. Point out that they don't have to agree. They may well have different opinions and should mark their own answers in their books.
- Get quick answers from the class for each question, but don't tell SS if they are right yet.
- Tell SS to go to Communication There's only one place burglars won't look... on page 117. Explain that the information was provided by 50 ex-burglars who were visited in prison by researchers.
  - Give SS time to read the answers, and then ask them how well they did on the quiz. Ask them if they were surprised by any of the information.

- Focus on the photos and do the questions with the whole class.
  - The old man (Fagin) is teaching the boys to become pickpockets (steal money/wallets from people on the street).
- **d** 3.1 Focus on the instructions. Play the CD once, and then get SS to discuss the questions. Check answers.
  - 1 They get people to look at something else, so that they are concentrating on that and not on their money, watch, etc.
  - 2 Because pickpockets know that tourists are going to look at monuments, sights, etc., and will be easy to steal from at that moment.

#### Extra idea

Get SS in pairs to try to predict the answers to the questions before they listen.

**3.1** CD2 Track 9

(audioscript in Student Book on pages 123 and 124)

## I = Interviewer, C = Consultant

- I How did you become the pickpocket consultant for Oliver Twist?
- C Well, I'm the director of a company that supplies magicians for live events, and for TV and movies. The director of the movie was looking for someone to train the actors the young boys to teach them to be pickpockets. He wanted them to be able to pick pockets so fast and so skillfully that it would look like they'd been doing it for years, so that they would look like professional pickpockets. So, anyway, the movie company got in touch with my company, and then I flew to Prague, where they were shooting the movie, to meet the director.
- I What happened when you met him?
- C Well, he didn't give me an ordinary interview. He just asked me to steal his watch, without him noticing.
- I And did you?
- C Yes, I did. So he gave me the job!
- I How long did it take the boys to learn to pick pockets?
- C Not very long. They learned really quickly. To be a good pickpocket, you need confidence, and children have that confidence. In the end, they got so good that they were stealing from everybody on the movie set, even from me. I started to feel a little bit like Fagin myself.
- I For our listeners who aren't familiar with the story of *Oliver Twist*, Fagin is the master thief who trains the young boys to be pickpockets. So, what's the trick of being a pickpocket?
- C The real trick is to make people notice some things but not others. Some magicians call it "misdirection," but I call it "direction" you have to direct people toward what you want them to see, and of course away from what you don't want them to see. Let me show you. What do you have in your jeans pockets?
- I Uh... just keys.
- c Can you show them to me?
- I Wow! That's amazing! You just stole my wallet... and my pen. I really didn't notice a thing...



- Yeah, that's the trick, you see. All I had to do was direct your attention to your jeans pocket and your keys, and you forgot about your jacket pocket and your wallet.
   That's incredible. I mean, I was expecting it I knew
- I That's incredible. I mean, I was expecting it I knew you were going to try to steal from me. And I still didn't see you. So, if someone weren't expecting it, it would be even easier.
- C That's right. If you know where people are looking, you also know where they're *not* looking. So, for example, if someone comes up to you on the street with a map and asks you where something is, they make you look at the map, and maybe while you're doing that, they're stealing your wallet or your phone from your back pocket.
- I Uh-huh... Tourists are especially at risk from pickpockets, aren't they?
- C Yes, and that's because pickpockets know exactly what they're going to look at, which is usually a building or a monument. For example, take tourists in New York. When they come out of a subway station in the city, the first thing people do is look up at the tall buildings. And when they look up, it's easy for pickpockets to do their work. And of course, thieves *love* the posters in the subway that warn people to be careful with their belongings you know, the ones that say things like "Watch out for pickpockets!" As soon as men read that, they immediately put their hand on the pocket that their wallet is in, to make sure it's still there. The pickpockets see that, and so they know exactly where it is.
- I Well, I'm sure that information will be very helpful to everyone, and especially to tourists. Thank you very much for talking to us this afternoon.
- C Sure. You're welcome.
- Focus on the questions. Then play the CD once. Get SS to discuss the questions with a partner, and then play the CD again. Check answers.
  - 1 The director needed someone to train the boy actors so that they would look like professional pickpockets.
  - 2 The director asked him to come to Prague, where they were shooting the movie, for an interview.
  - 3 Instead of asking him questions, the director asked him to steal his watch without him noticing, which he did successfully.
  - 4 He was such a good teacher that soon the boys were successfully stealing from everybody on the movie set without them noticing, and this made him feel like the character Fagin.
  - 5 "Misdirection" is what some magicians call directing people to what you want them to see and away from what you don't want them to see.
  - 6 He asked what the journalist had in his jeans pocket, and he said some keys.
  - 7 He managed to steal the journalist's wallet and pen, which were in his jacket pocket, because he had directed his attention to his keys, which were in his jeans pocket.
  - 8 If someone comes to you with a map and asks for help, you will look at the map, and then they might steal from you.
  - 9 When tourists come out of a New York subway station, they immediately look up at tall buildings and pickpockets often steal from them then.
  - 10 When men see this sign, they immediately put their hand on the pocket that their wallet is in, which tells the pickpockets where it is.

## **Extra support**

If there's time, get SS to listen to the CD with the audioscript on pages 123 and 124 so they can see exactly what they understood/didn't understand. Translate/explain any new words or phrases.

- **f** Elicit this information from the whole class.
  - a Hide your valuables in a child's bedroom. Have a dog if possible. Have strong doors and windows, etc.
  - **b** Be careful if someone comes up to you on the street (e.g., with a map) and asks for help. If you see a sign saying beware of pickpockets, don't immediately touch your purse/wallet. Be especially careful with your bag, wallet, etc., when you are looking at or taking photos of a famous monument or sight.

## 2 VOCABULARY crime and punishment

- **a** Focus on the instructions. Get SS to compare with a partner.
- **b** 3.2 Play the CD for SS to check answers and underline the stressed syllable. Check answers and drill pronunciation.

See audioscript below

3.2	CD2 Track 10
<ol> <li>burglar</li> <li>robber</li> <li>shoplifter</li> </ol>	<ul><li>4 <u>pickpocket</u></li><li>5 <u>mugger</u></li><li>6 thief</li></ul>

## **Extra support**

Help SS to remember the words by getting them to close their books and ask *What's a thief? What's a shoplifter?* or *What do you call a person who ...?*, etc.

Tell SS to go to Vocabulary Bank Crime and punishment on page 149. Focus on section 1 Crimes and criminals and get SS to do it individually or in pairs. Check answers and drill pronunciation where necessary.

## 1 I 2 L 3 E 4 F 5 D 6 K 7 C 8 A 9 O 10 B 11 J 12 G 13 M 14 N 15 H

- Focus on the box about the difference between *murder*, *manslaughter*, and *assassination* and make sure the difference is clear to SS.
- Point out that:
  - the words for the criminal and the verb are usually another form of the crime word. The exceptions are *drug dealing*, where we tend to say *sell* drugs rather than *deal in*; *terrorism*, where there is no general verb; and *theft*, where the verb is *steal*.
  - all new verbs are regular except for *set* (*set set*), and *steal* and *sell* which SS should already know.



 Now focus on section 2 What happens to a criminal and give SS a few minutes to do it. Remind them to write the words in the column at the end, <u>not</u> in the sentences. Check answers and drill pronunciation where necessary.

9 jury, evidence 1 committed 2 investigated 10 verdict 3 caught 11 guilty 4 arrested 12 judge, punishment questioned 13 sentenced 6 charged 14 not guilty court 15 proof 8 Witnesses 16 acquitted

- Point out:
  - that *charged* = formally accused.
  - that *court* can refer to the building or to the institution, e.g., judge and jury. Common expressions with *court* are *to go to court* or *take someone to court*.
  - the use of the verb find in the expression found guilty/ innocent. Here found = determined and declared.
  - the difference between *evidence* (= things that indicate that someone might be guilty) and *proof* (= things that show that someone is definitely guilty).
- Now focus on **Punishments**. You could ask SS if these are also typical punishments in their country.
- Finally, focus on the instruction "Can you remember the words on this page? Test yourself or a partner."

## **Testing yourself**

For **Crimes and criminals**, SS can cover the chart on the right and try to remember the words for the crimes by reading the example cases. They could then cover the right hand part of the chart to test themselves on the criminals and verbs. For **What happens to a criminal**, they can cover the column on the right, read the sentences, and try to remember the missing words.

#### Testing a partner

See **Testing a partner** page 18.

Study Link SS can find more practice of these words and phrases on the MultiROM and on the *American English File 4* Website.

• Tell SS to go back to the main lesson on page 37.

## **3 PRONUNCIATION** the letter *u*

## **Pronunciation notes**

Like all vowels in English, the letter u can be pronounced in different ways, and crime vocabulary has several examples of the different pronunciations. Point out to SS that ur, unless followed by an e, is usually pronounced  $\sqrt{2}r$ , and to watch out for the "hidden"  $\sqrt{y}$  in words like accuse, music, etc.

- **a** Focus on the task, and get SS to do it individually or in pairs. Encourage them to say the words aloud before deciding which column they go into.
- **b** 3.3 Play the CD for SS to check. Then check answers and elicit the answers to the two questions.
  - Play the CD again, pausing after each group of words for SS to listen and repeat.

See audioscript.
The *u* in *guilty* is silent (as in, e.g., *build*).

. <b>3.3</b>	CD2 Track 11
/^/	
drugs	
judge	
mugger	
punishment	
smuggling	
/ər/	
burglar	
murderer	
/ɔ/	
caught	
fraud	
manslaughter	
/yu/	
accuse	
community	
/ʊr/	
jury	
/1/	
guilty	

- Focus on the sentences and get SS to read them alternately in pairs. You could read them first to give SS a model.
- **d** Focus on the task and give SS time to ask and answer in pairs. Monitor and correct pronunciation where necessary.
  - Finally, get responses from individual SS, and contribute opinions/experiences of your own, if appropriate.

## **Extra support**

You could do this as an open class activity eliciting answers from different SS and contributing yourself.

- **4 GRAMMAR** passive (all forms), it is said that ..., he is thought to ..., etc.
- **a** Check what you know. This exercise reviews formation of the present and past passive, and SS' ability to choose between the active and passive forms.
  - Focus on the first two stories and the different tasks. Tell SS they are all true stories. Give SS time to do the exercises and then correct answers.

#### World Cup thief's own goal

- 1 stole
- 2 was caught
- 3 was mugged
- 4 discovered
- 5 took
- 6 was met
- 7 found
- 8 were informed
- 9 was arrested



## Parrot held in prison

- 1 being interrogated
- 2 ordered
- 3 is called
- 4 to be held
- 5 belonged
- 6 be sent
- 7 support

## Extra challenge

Alternatively, get SS in pairs to retell one story each from memory.

- If SS are having problems, go to the Workbook page 25. Go through the rules and do the exercise.
- **b** New grammar. Get SS to read the third story. Elicit the answer to the question from the class.

He hypnotizes cashiers and gets them to hand over money.

**c** • Get SS to focus on the highlighted phrases in **b**, and then ask the class the questions.

They only suspect it.

After it is said (thought/believed), etc., you use that + a clause

After he is said (thought | believed), etc., you use the infinitive

NB: After I/you/we/they, you also use the infinitive

**d** • Tell SS to go to **Grammar Bank 3A** on page 136. Go though the examples and rules with the class.

#### **Grammar notes**

• passive (all forms)

SS at this level should be familiar with all the different forms of the passive. However, they will probably be more confident with the present and past forms that they have been using since the low-intermediate level than with the more complex forms (e.g., past continuous, past perfect, gerund, and infinitive).

- Some SS may tend to overuse *by* and want to include it every time they use the passive. One of the exercises given here is to try to correct this tendency.
- It is said ..., He is thought to ...

These "advanced" passive structures are included more for recognition than production as they are low frequency in spoken English. However, SS will certainly come across them if they read news websites or watch TV in English.

- Focus on the exercises for **3A** on page 137 and get SS to do them individually or in pairs. Check answers after each exercise.
  - a 1 The street was closed off after the accident.
    - 2 My handbag has been stolen.
    - 3 My house is being painted.
    - 4 A meeting will be held tomorrow.
    - 5 They were fined (for traveling without a ticket).
    - 6 You can be arrested for drunk driving.
    - 7 Miranda thinks she was being followed last night.
    - 8 The house had been sold five years earlier.

- b 1 It is believed that the burglar is a local man. The burglar is believed to be a local man.
  - 2 It is said that the muggers are very dangerous. The muggers are said to be very dangerous.
  - 3 It is thought that the robber entered through an open window. The robber is thought to have entered through an open window.
  - 4 It is said that the murderer has disappeared.
    The murderer is said to have disappeared.
  - 5 It is expected that the trial will last three weeks. The trial is expected to last three weeks.
- Tell SS to go back to the main lesson on page 38.
- Focus on the fourth story and get SS to use the prompts to write the missing phrases/sentences. Check answers.
  - 1 is believed to be
  - 2 is said to be
  - 3 is thought that he (has) robbed
  - 4 is reported to be
  - Finally, ask SS which of the four stories they thought was the most incredible.

## **5 READING**

- Focus on the task and questions and make sure SS understand all the vocabulary, e.g., kittens = baby cats, residential area = area where lots of people live, loaded = with bullets in it. Then get SS to discuss the questions in pairs.
  - Elicit ideas from the class. Get SS to justify their punishments.
- **b** Now focus on the article and the task. You might want to pre-teach *to offend* (= to commit a crime) and *an offender* (= a person who commits a crime). Tell SS to read the first four paragraphs of the article to find the answers to the questions.
  - Get SS to compare with a partner and then check answers. Ask the class what they think of the judge's punishments.
    - 1 She had to spend the night in the same forest.
    - 2 They have to choose between having their license suspended for 90 days or having it suspended for less time and working for a day as a school crossing guard.
    - 3 He had to go to a morgue to view dead bodies.
    - 4 They had to organize a picnic for elementary school children.
    - 5 They had to spend a day of silence in the woods or listen to classical music instead of rock.
- c Focus on the information box and go through it with the class. Then read the questions and set a time limit for SS to read the whole article to find the information. Then get SS to answer the questions orally in pairs.

#### Extra idea

You could get SS to underline the parts of the text that give them the answers.

Check answers.



- 1 Hard. He was from a poor family and the oldest of nine children. He has been very successful (president of the American Judges Association).
- 2 Spending a night in the forest, viewing bodies at a morgue, and spending a silent day in the woods or listening to classical music get the offenders to learn from personal experiences. Being a crossing guard and organizing a picnic get them to do something for other people.
- 3 His background. He thinks he understands why some people commit crimes. He thinks his punishments are better than conventional ones because they are positive lessons, not negative ones, and people don't reoffend. The evidence that he is right is that only two people have reoffended.

## **Extra support**

Help SS by explaining / translating any new vocabulary that they couldn't guess from context.

**d** • Ask the question to the whole class and elicit opinions. Give your opinion, too.

## 6 SPEAKING

- Go through the **GET IT RIGHT** box with SS. Point out that in the passive, *make* is followed by the infinitive, e.g., *I was made to pick up trash in the park*. SS have previously learned that in the active, *make* is followed by the base form, e.g., *The judge made me pick up trash in the park*.
  - Go through the six crimes and elicit the meaning of any words you think your SS don't know, e.g., an arsonist, to set fire to something, etc.
  - Put SS in groups of three or four. They should choose a note taker who will make notes of their decisions. You may want to set a time limit, e.g., five minutes, for SS to discuss the creative punishments, but extend it if they need more time. Monitor and encourage SS to use the structures from the GET IT RIGHT box.
- **b** Elicit ideas. Start with the first crime and ask each note taker what their group suggested. Then get the class to vote on which group's punishment they think is best. Do the same with the other five crimes.

## Extra photocopiable activities

## Grammar

passive page 164

### **Communicative**

Crime and punishment page 202 (instructions page 190)

## **HOMEWORK**

Study Link Workbook pages 24–26

- **G** future perfect and future continuous
- **V** weather
- P vowel sounds

## **Stormy weather**

## **Lesson plan**

This lesson begins with extracts from three Internet blogs about extreme weather, and SS go on to expand their weather vocabulary. After listening to an eyewitness account of the floods in Prague, the topic moves to climate change and what we can do to stop it. The grammar focus is on two tenses that will be new for most SS, the future continuous and future perfect. The pronunciation focus is on combinations of vowels that can be pronounced in different ways, e.g., ea and oo.

## **Optional lead-in** (books closed)

- Write on the board
  - a boiling hot day a freezing cold day a very wet day
- Get SS in pairs to say which kind of day they would find the most unpleasant and why. Encourage them to give examples.
- Monitor and supply any vocabulary they need.
- Get some responses from the class and also tell SS your opinion.

## 1 READING

- **a** Books open. Focus on the three blogs and the photos, and ask SS if any of them write their own blogs. Then focus on the task, and give SS a few minutes to read the blogs and try to guess the country/city. Tell them that there are clues in the blogs. Check answers, asking SS which words helped them to guess the places.
  - 1 Amsterdam, Holland (bikes, canals)
  - 2 London, UK (underground, pub)
  - 3 California, US (cranberries, Interstate 5)
- **b** Now get SS to read the blogs again and answer the questions. Encourage them to try to guess new vocabulary from context and to underline any words they couldn't guess so they can check later with their partner.
  - Check answers.
- c Tell SS to focus on the highlighted words that are all weather related and to say with a partner what they think they mean. Encourage them to try to give definitions, rather than just translating. Check answers.

storm = very bad weather with strong winds and rain
hurricane-force winds = very strong winds
blown = past participle of blow (blow, blew, blown) =
what the wind does
scorching = extremely hot
heat = the noun form of hot
melting = becoming liquid because of the heat
sweat = to lose water through your skin when you are
hot, sick, or afraid
fan = a machine with blades that go around to create

fan = a machine with blades that go around to create a current of air, or a thing you move in your hand to create (cool) air

**frozen** = past participle of *freeze* = to become hard and often turn to ice

thaws = (of snow and ice) becomes water again

- You could point out that *melt* and *thaw* are synonymous when talking about ice and snow only. Ice cream melts; it doesn't thaw.
- Now get SS to compare with their partner any other words they have underlined and help each other to work out the meanings. Explain / translate any they can't figure out.

## **Extra support**

At this point you could go through the three blogs with the class, pointing out useful expressions and eliciting/explaining the meaning of new words and phrases.

**d** • Do these as open class questions. Don't encourage long anecdotes as SS will have the opportunity to describe their own experiences later.

## 2 VOCABULARY weather

Tell SS to go to Vocabulary Bank Weather on page 150. Focus on section 1 What's the weather like? and point out that the phrases above the weather icons refer to not very cold/hot/rainy/windy weather and the phrases below the icons refer to very cold/hot/rainy/windy weather. Get SS to do the exercise individually or in pairs. Check answers and drill pronunciation where necessary.

a 1 cool	8 damp
2 chilly	9 drizžling
3 freezing	10 showers
4 below zero	11 pouring (rain)
5 mild	12 breeze
6 warm	13 gale-force
7 scorching	
b 1 Mist	
2 Fog	
3 Smog	



- Explain that when talking about the weather, it's important to be sure whether the word you are using is an adjective or a noun:
  - compare It's windy (adj) with There's a breeze (n).
  - the difference between *chilly* and *cool* is a question of how pleasant / unpleasant it is. Fifty degrees
     Fahrenheit may be cool for one person and chilly for another. This may also depend on the part of the world where SS are.
- Now focus on section 2 Extreme weather and give SS a few minutes to do it. Check answers and drill pronunciation where necessary.

1 heat	wave	6 blizzard	
2 drou	ght	7 flood	
3 hails	torm	8 hurrica	
4 light		9 typhooi	
5 thun	der	10 monsoc	n

 Now focus on section 3 Adjectives to describe weather and give SS a few minutes to do it. Check answers and drill pronunciation where necessary.

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- Point out that:
  - despite having similar meanings, certain adjectives are only used with certain nouns, e.g., you can say strong winds but not strong rain (you have to say heavy rain), and we say bright sunshine (not strong sunshine).
  - *stable* is the opposite of *changeable*.
- Now focus on section 4 Adjectives and verbs connected with weather and give SS a few minutes to do it. Check answers and drill pronunciation where necessary.

## 1 F 2 E 3 G 4 D 5 B 6 A 7 C

• Check that SS have guessed the meaning of the **bold** words.

slippery = difficult to stand or walk on because it is wet
or icy
shivering = shaking a little because you are cold
sweating = losing water through your skin when you
are hot, sick, or afraid
got soaked = got very, very wet
humid = warm and damp
melt = (of snow) become water
get sunburned = have red skin after spending too long
in the sun

- Point out that all the new verbs in this **Vocabulary Bank** (*pour, drizzle, shiver, slip,* and *melt*) are regular.
- Finally, focus on the instruction "Can you remember the words on this page? Test yourself or a partner."

#### **Testing yourself**

For **sections 1–3**, tell SS to look at the words in the lists only and try to remember what kind of weather they are associated with. For **section 4**, tell SS to cover 1–7, look at A–G, and try to remember the sentence that came before.

### Testing a partner

See **Testing a partner** page 18.

**Study Link** SS can find more practice of these words and phrases on the MultiROM and on the *American English File 4* Website.

- Tell SS to go back to the main lesson on page 41.
- **b** Focus on the task and give SS a few minutes to talk in pairs and recycle the vocabulary they have just learned.

#### Possible answers

- 1 a good: sunny, warm, not scorching; bad: wet, cold, windy
  - good: cool, bright, not too hot; bad: mist, fog, heavy rain, strong winds
  - c good: dry, cool, not windy; bad: hot, wet, windy
  - d good; a strong breeze; bad: no wind, gale-force winds
  - e good: bright, cool, dry; bad: heavy rain, scorching heat, fog, mist
- 2 a Japan, Korea, the Philippines, China, Vietnam, Indonesia, and other countries in Asia
  - **b** Los Angeles, Mexico City, Beijing, etc.
  - c Moscow, Canada, etc.
  - d Bangladesh, China, etc.
  - e the Caribbean islands, the US, etc.

## 3 PRONUNCIATION vowel sounds

- **a** Go through the information in the box about vowels. Then focus on the instructions. Encourage SS to say the words aloud to help them identify the one that is different.
- **b** 3.4 Play the CD once. Check answers.

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ij.	3.4			CD2 Track 12
1 2 3 4	blow weather drizzle hard flood	snow sweat blizzard warm cool	showers heavy chilly yard monsoon	below heat mild farm loose
7	fought thunder scorching	ought sunny force	drought uncomfortable world	brought humid storm

## Extra support

Play the CD again, pausing after each group of words for SS to listen and repeat.

- **c** 3.5 Books closed. Tell SS to first listen to the five sentences. Play the CD once without pausing. Then play it again, pausing after each sentence for SS to write. Finally, play it again without pausing.
  - Check answers by writing the sentences on the board.



3.5

CD2 Track 13

- 1 It'll be below zero tomorrow with some snow
- 2 He was sweating heavily because of the heat.
- 3 It's windy, chilly, and starting to drizzle.
- 4 The river is going to flood soon.
- 5 The day before the hurricane, it was sunny and damp.
- Give SS a few minutes to practice saying the sentences.

### 4 LISTENING

- a 3.6 Focus on the photos, and ask SS to describe what they can see. Then focus on the task and give SS a few moments to read the sentences.
  - Play the CD once. Get SS to compare answers and then play it again. Check answers.

## Extra support

To help SS understand the listening, you could pre-teach river bank (= the side of a river and the land near it) and a looter (= someone who steals from places after a fire, riot, etc.).

1 F 2 F 3 T 4 F 5 F 6 T 7 T 8 T 9 F 10 F

CD2 Track 14

3.6 (audioscript in Student Book on page 124) I was at work when I heard the news on TV. It had been pouring rain for several days, and I could see that the River Vltava was swollen. Now it appeared that there was a real danger that the river would overflow. All of us who lived or worked near the river were being advised to get out and move to a safe place. My office is in the center of Prague, only a hundred yards from the river bank, and I live in an apartment in a small town just a few miles north of Prague, right on the banks of the River Vltava, so I was in danger both at work and at home. My wife and baby were at my apartment, so I did the sensible thing and went home immediately. I put my wife and my child into the car, and I drove them to her parents' house. They would be completely safe there. So far, so good! But then I stopped being sensible, and I jumped back into the car and went back to our apartment. Why did I do that? I told myself that it was because I was afraid of looters breaking into our apartment and stealing things, but the truth was that I sort of felt that I wanted to be in the middle of things, to be involved in what was happening. I stayed up all night watching the TV bulletins. They

were giving regular reports on how fast the water level was rising at various places throughout the Czech Republic. There was a journalist reporting from just down the street from where I was, north of Prague, so I could sit in my living room and watch the danger increase as the minutes passed, but I still didn't move. I suppose I had a kind of perverse desire to be the last person to leave our apartment building. I could hear cars starting up and driving away all evening, and from time to time I looked out at our parking lot, and I could see that it was almost empty.

At about three in the morning, my car was the only one left in the parking lot, and my nerves gave out -

or maybe I just came to my senses, because I finally decided to get into the car and escape. The roads toward Prague were flooded, so I decided to try to get to a relative's house, which was a few miles away in the opposite direction, away from the river. I tried various escape routes, but even these roads were impassable now. I was about to give up - I thought I'd waited too long. On my last attempt, I drove until I met another car, which was blocking the road. The road ahead was flooded, but the driver of the other car was wading into the water to see how deep it was. He said he thought he could make it, so I decided to follow him. The water was rising quickly now, but he drove really, really slowly through the water, and I felt kind of impatient. Anyway, he managed to get through the water safely. I followed him, but I went much more quickly. Water was coming into the car under the door, and the engine made a funny noise like a cough a couple of times, but I got through and finally arrived safely at my relative's house.

I was one of the lucky ones. My office escaped the flood, and my apartment wasn't damaged at all as it's on the third floor. But the poor people who lived on the first floor - their apartments were very badly damaged. They had been completely under water.

- **b** Play the CD again for SS to correct the false sentences. Pause halfway through (after ... I could see that it was almost empty) for SS to correct 1–5 in pairs. Then play the rest of the track and give them time to correct 6-10. Check answers.
  - 1 He was in danger both at his office and at his apartment.
  - 2 He took them to her parents' house.
  - 4 He watched from inside his apartment on TV.
  - 5 He saw that it was almost empty.
  - The engine made a funny noise, but it didn't break
  - 10 Only the first floor apartments were badly damaged.
- c Do this as an open class question. Say what you would have done.

#### Extra support

If there's time, get SS to listen to the CD with the audioscript on page 124 so they can see exactly what they understood / didn't understand. Translate / explain any new words or phrases.

## 5 SPEAKING & WRITING

- a Focus on the GET IT RIGHT box and tell SS to think carefully about the modifiers (very, really, etc.) and if they are being used correctly. Check answers.
  - 1 It's very cold! / It's very freezing!
  - 2 ✓
  - 3 It's really boiling today. / It's incredibly boiling today.
  - 4 I was absolutely frightened! / I was absolutely terrified.
  - Remind SS that with normal adjectives, e.g., cold, you can use very, really, incredibly but NOT absolutely. With strong adjectives, e.g., freezing, you can use really and absolutely but NOT very or incredibly.



 Focus on the task. Tell SS to try to choose two kinds of extreme weather that they could talk about and to think about how they are going to answer the questions.

## **Extra support**

Demonstrate first by telling SS about an experience of your own.

- Put SS in groups of three. One student starts by saying *I'm going to tell you about a time when...* (you could write this on the board as a prompt).
- Monitor groups and correct any misuse of modifiers. When SS have finished, get feedback by eliciting one experience for each type of weather.
- **b** Either do this in class, setting a time limit of about 15 minutes, or assign it for homework.

## 6 3.7 SONG It's raining men

• This song was first recorded by the Weather Girls in 1982, but it has been re-recorded by various artists including ex-Spice Girl Geri Halliwell, whose version was used on the soundtrack of the movie *Bridget Jones's Diary*. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on page 235.

3.7

CD2 Track 15

#### It's raining men

Humidity is rising – barometer's getting low According to all sources, the street's the place to go 'Cause tonight for the first time At just about half past ten For the first time in history It's gonna start raining men.

It's raining men! Hallelujah! - It's raining men! Amen!

I'm gonna go out, I'm gonna let myself get Absolutely soaking wet! It's raining men! Hallelujah! It's raining men! Every specimen! Tall, blond, dark, and lean Rough and tough and strong and mean

God bless Mother Nature, she's a single woman too She took on the heavens and she did what she had to do She taught every angel to rearrange the sky So that each and every woman could find her perfect guy

It's raining men! Hallelujah! – It's raining men! Amen! It's raining men! Hallelujah! – It's raining men! Amen! (Go get yourselves wet, girls, I know you want to)

I feel stormy weather Moving in, about to begin Hear the thunder Don't you lose your head Rip off the roof and stay in bed

It's raining men! Hallelujah! – It's raining men! Amen! It's raining men! Hallelujah! – It's raining men! Amen! It's raining men! Hallelujah! – It's raining men! Amen!

## **7 GRAMMAR** future perfect and future continuous

- **a** Check what you know. This exercise reviews the three basic future forms, i.e., will, going to, and the present continuous. SS should be familiar with the three different forms and their use.
  - Focus on the instructions and give SS a few minutes to do the exercise. Get them to compare with a partner and then check answers.
    - 1 'll close / 'm closing
    - 2 'll be /'s going to be
    - 3 A it'll rain/it's going to rain
      - **B** 'm going to take / 'm taking
    - 4 B Will ... be/Is ... going to be
      - A 'll be, 'll set
    - 5 A are ... leaving/are ... going to leave
      - B 'll drive, won't be / isn't going to be
  - If SS are having problems, go to the Workbook page 28. Go through the rules and do the exercise.
- **b** New grammar. Focus on the photo and ask SS what they can see (a polar bear on ice) and why they may not be able to see this in the future (because the ice in the North Pole is melting and polar bears will probably become extinct). Ask SS why this is (because of climate change, i.e., the increase in temperature of the world's atmosphere).
  - Focus on the article and tell SS they have to complete it with verbs from the list. Elicit that some of them are past participles and some are -ing forms, and make sure SS know the meaning of closed down (= closed forever), doubled (= increased by 100%), and risen (= gone up). Deal with any other vocabulary problems.
  - Tell SS to read through the article quickly first and then to try to complete it with the verbs. Get them to compare with a partner. Then check answers. Elicit/explain that will have + past participle is the future perfect and will be + verb + -ing is the future continuous.

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**c** • Now get SS to quickly read the predictions again. Then ask the questions to the whole class and elicit reactions and SS' own experience of climate change.

## **Extra challenge**

Alternatively, get SS to answer the two questions in pairs.

**d** • Focus on the three sentences and pictures, and get SS to match them. Check answers.

## **A** 2 **B** 3 **C** 1

- Elicit/explain the basic difference between the simple future, the future continuous, and the future perfect:
  - the simple future + time expression = an action will start at that future time
  - the future continuous + time expression = an action will be in progress at that future time
  - the future perfect + time expression = an action will be finished at the latest by that time



- Explain that *by* + time expression = by that time at the latest
- e Tell SS to go to **Grammar Bank 3B** on page 136. Go though the examples and rules with the class.

#### **Grammar notes**

- the future perfect and future continuous
  - Although SS will have seen these two tenses passively in reading, this is new grammar and TT's aim should be to make these tenses part of SS' active knowledge.

    If SS have the same or similar tense in their L1, it will be worth drawing comparisons. If not, then you will need to make sure the concept is clear. Both tenses are projections in the speaker's mind into the future.
- If we use the **future perfect** instead of the simple future, we are **emphasizing the certain completion of the action**. However, the difference between the two tenses is often small.
- The future continuous is essentially the present continuous projected into the future. The speaker imagines himself/herself doing a certain action in the future. You could not use the simple future instead of the future continuous in these situations. Typical mistakes: At this time next week I'll lie on the beach/I'mlying on the beach.
- Focus on the exercises for **3B** on page 137 and get SS to do them individually or in pairs. Check answers after each exercise.
- a 1 'll/will be flying
- 2 'll/will have saved
- 3 'll/will be driving
- 4 'll/will be having
- 5 'll/will have paid
- 6 'll/will have finished
- b 1 won't be / will not be lying
  - 2 'll/will be working
- 3 will have disappeared
  - 4 will have doubled
  - 5 will be moving/will have moved
  - 6 will have grown
  - 7 will have run out
  - 8 will have invented
  - 9 'll/will be driving
- Tell SS to go back to the main lesson on page 43.
- This is an oral practice activity. Focus on the first prediction and the speech bubbles. Then ask the class what they think and elicit ideas. Then get SS to continue in pairs.

## Extra idea

You could elicit some more oral practice with these tenses by asking individual SS:

What will you be doing a) in two hours? b) at this time tomorrow?

When do you think you will have finished your studies?, etc.

## **8 LISTENING & SPEAKING**

- **a** 3.8 Focus on the photo of Barbara and get SS to say what kind of person they think she is (She looks rather casual and easygoing).
  - Play the CD once. Get partners to compare what they understood and then elicit answers to the questions from the class.

She traveled from the UK to Australia over land and sea because she didn't want to fly and produce a lot of carbon emissions.

## 3.8

CD2 Track 16

(audioscript in Student Book on page 124) More and more of us are trying to do our part for the environment. But would you go as far as Barbara Haddrill did?

Six years ago, Barbara, who comes from Britain, decided to make big changes to her lifestyle because she was worried about climate change, especially about the amount of carbon dioxide emissions that she herself was producing. So she stopped driving, and she started buying organic food from local stores and using a wood fire to heat her home.

But then Barbara was invited to be a bridesmaid at her best friend's wedding in Australia. The flight to Australia takes 24 hours and produces a huge amount of carbon dioxide emissions. But she really wanted to go to the wedding. So now she had a terrible dilemma. To fly or not to fly?

Instead of flying, Barbara decided to travel to Australia over land and sea! She traveled by train and bus through Russia, China, Vietnam, Thailand, then by boat to Singapore, and finally to Australia. The epic journey took her nearly two months. Fortunately, Barbara works part-time at the Center for Alternative Technology, and they were willing to give her such a long vacation.

- **b** Before playing the CD again, make sure SS understand that *carbon dioxide emissions* = the carbon dioxide that is produced and escapes in the atmosphere, e.g., as smoke, fumes, etc. Get SS to answer the questions with a partner. Check answers.
  - 1 To fly or not to fly. She wanted to go to Australia, but on the other hand, she didn't want to cause a lot of CO<sub>2</sub> emissions.
  - 2 She has stopped driving, has started buying organic food from local stores, and uses a wood fire to heat her house.
  - 3 She traveled by train, bus, and boat through Russia, China, Vietnam, Thailand, and Singapore.
  - 4 Because she works for the Center for Alternative Technology, and they allowed her to take a long vacation.



• 3.9 Now focus on the chart, and then play the CD twice. Pause if necessary to give SS time to jot down the information. Check answers.

Cost	Distance	Time	CO <sub>2</sub>
\$4,000	14,004 miles	51 days	1.65 metric tons
\$900	10,273 miles	25 hours	2.7 metric tons

CD2 Track 17

3.9

(audioscript in Student Book on page 124) But... how much has Barbara really done to help the planet? Let's compare the two trips. Barbara's trip cost her about \$4,000. She traveled 14,004 miles, and it took her 51 days. The total amount of CO<sub>2</sub> emissions her trip produced was 1.65 metric tons. If she'd traveled by plane, it would have cost her about a quarter of the price, only \$900, she would have traveled 10,273 miles, and it would have taken her just 25 hours. But the CO, emissions would have been nearly 2.7 metric tons. So, yes, Barbara's journey overland and by sea did produce less carbon dioxide. On the other hand, of course, if she hadn't gone at all, she wouldn't have produced any emissions. So, what do you think of Barbara's trip? We would be very interested in hearing your comments. You can e-mail us at ...

## Extra support

If there's time, get SS to listen to the CD with the audioscripts on page 124 so they can see exactly what they understood/didn't understand. Translate/explain any new words or phrases.

- **d** Ask the class what they think, and if they think it was really worth traveling over land and sea.
- **e** Focus on the tips and give SS a few minutes to read them. Explain / translate any expressions that SS can't guess. Use the photo to explain *energy-saving lightbulbs*.
  - Put SS into pairs or small groups. Focus on the task and give them time to talk about each tip. Monitor and help where appropriate.
  - Elicit ideas and find out how ecologically-minded your SS are.

## **Extra support**

Demonstrate the activity first by saying what you do for each thing.

## Extra photocopiable activities

## Grammar

future perfect and future continuous page 165

## Communicative

In 20 years ... page 203 (instructions page 191)

#### Sang

It's raining men page 233 (instructions page 229)

## **HOMEWORK**

Study Link Workbook pages 27–29



**G** conditionals and future time clauses; *likely* and *probably* 

**V** expressions with *take* 

P sentence stress and rhythm

# Taking a risk

## Lesson plan

In this lesson, the SS expand their knowledge of future time clauses and real conditionals, and they see the variety of tenses that can be used apart from the simple present and simple future. The topic is risk and the lesson begins with an article that explains how bad we are at assessing risk. In the second half of the lesson, SS read and listen to two contrasting attitudes towards exposing young children to risk. The vocabulary focus is on common collocations with *take* (e.g., *take a risk, take seriously*), and pronunciation gives more practice with sentence stress and rhythm. Finally, there is a mini grammar focus on the use of the adverbs *likely* and *probably*.

## **Optional lead-in** (books closed)

- Choose something you are afraid of (e.g., flying) and ask your SS *How do you think I feel about flying?* Elicit these three ways of talking about what we are afraid of and write them on the board:
  - I'm **frightened** of flying. Flying is **frightening**. Flying **frightens** me.
- Elicit/point out that a synonym of *frightened* is *scared* and get SS to give you the three forms, i.e.,
   I'm scared of flying. Flying is scary. Flying scares me.
- Finally, remind SS that afraid is a synonym of frightened / scared and that it doesn't exist in the other two forms.

## 1 READING

- Books open. Focus on the pairs of alternatives. If you didn't do the optional lead-in, make sure SS understand scares (= frightens). To help SS you could pre-teach horrify (= to make someone feel extremely frightened), to assess risk (= to make a judgement about how dangerous something is), and probability (= how likely something is to happen).
  - Get SS to talk to a partner. For each pair, they have to say which alternative scares or worries them more.
  - Elicit responses. Ask for a show of hands to see which alternative in each pair scares the class more.
- **b** Focus on the article. Set a time limit for SS to read the article quickly and find out which of the two alternatives is actually more dangerous. Check answers.

drowning for children bacteria in the kitchen flying and driving carry a very similar risk heart disease

- c Now get SS to read the article again carefully. Then get them to discuss the multiple choice questions with a partner, explaining why they think one is right. Remind SS that the best way to be sure they have chosen the right alternative is by eliminating the others.
  - Check answers.

#### 1 b 2 b 3 a 4 a 5 b

- Deal with any vocabulary problems by explaining / translating any words SS couldn't guess.
- **d** This exercise reviews common adverbs and adverbial phrases used for linking sentences or introducing new ideas. Get SS to look carefully at the highlighted words and phrases to remember how they are used.

However
 According to

6 Since

3 although

7 instead

5 whereas

4 in fact

- Elicit/explain that:
  - according to is used to introduce an idea that is supported by a person/people or research/statistics, e.g., According to doctors, stress is very bad for our health. According to is always followed by a noun/name and a comma.
  - instead (of) = in place of somebody/something, e.g.,
     It was too cold to go to the park, so we went to the movies instead. Instead of going to the park, we went to the movies.
  - however is used to add a comment to a previous sentence (often introducing a contrast), e.g., It poured all day yesterday. However, the forecast for tomorrow is good. However usually comes at the beginning of a sentence and is followed by a comma.
  - in fact is used to emphasize that something is true or to introduce more detailed information, e.g., Heart disease is a serious health problem. In fact, it is the most common cause of death in many countries.
  - whereas is used to compare and contrast two facts or opinions, e.g., I love meat, whereas my husband is a vegetarian. It is used to join two clauses. It is not often used at the beginning of the sentence.
  - although is used to contrast two clauses, e.g., Although
    he was sick, she went to work. She went to work,
    although she was sick. Put a comma between the two
    clauses when although comes first.
  - since (in this context) = because, as, e.g., Since John can't come to the meeting on Tuesday, we'll have to have it on Wednesday.
- Then get SS to use each word or phrase once in the sentences. Check answers.

## **Extra support**

At this point you could go through the article with the class, pointing out useful expressions and eliciting / explaining the meaning of new words and phrases.

**e** • Do this as an open class question, and tell SS (if you feel you want to share this information) if you have any irrational fears.



## 2 LISTENING

- Focus on the task and instructions. Go through the sentences. Elicit fatal accident = where someone is killed
  - Give SS a few minutes to discuss the sentences and choose which they think is the right option.
- **b** 3.10 Play the CD once for SS to check. Check answers.

1 a 2 c 3 b 4 b 5 c 6 a 7 c

3.10

CD2 Track 18

(audioscript in Student Book on page 124) We spend a lot of time in our cars. The average driver spends nearly an hour and a half a day in the car, so obviously the risks involved in driving are something we should take very seriously.

Driving gets a lot of bad publicity, and there are a lot of myths about how dangerous it is - but the fact is that, mile for mile, it's riskier to be a pedestrian or a jogger than to drive a car, or ride a motorcycle, for that matter. We're also more likely to be injured at work or at home than we are when we're driving a car. But accidents do happen, and the reason why a lot of them happen is because people break the rules. In fact, 50 percent of all fatal accidents occur because someone breaks the law. The most frequent reason is exceeding the speed limit, and the second most frequent is drunk driving. The third cause of fatal accidents is when drivers fall asleep, a surprising 10 percent. When we drive is also a significant factor in assessing our risk of having an accident. Driving at night, for example, is four times as dangerous as during the day. This is mainly because visibility is so much worse at night. By day, a driver's visibility is roughly 550 yards, but at night, driving with headlights, it is much worse,

maybe as little as 130 yards. What are the most dangerous times and days to be on the road? Well, between 2:00 and 3:00 a.m. on a Saturday morning is the most dangerous time of the week, when you're most likely to have a *fatal* accident. So, if possible, try to stay off the road then.

The time when you are most likely to have a *nonfatal* accident is Friday afternoon between 4:00 and 6:00 p.m. This is when people are finishing work for the week, and it's a time when drivers need to concentrate especially hard. Strangely, Tuesday is the safest day of the week to be on the road.

Which brings us to where accidents happen. Most fatal accidents happen on country roads, so highways or freeways are much safer. Also, 70 percent of fatal accidents happen within 20 or 25 miles of where we live. Why is that? The answer seems to be that we concentrate less when we're in familiar territory. And finally, let's look at who has accidents. Another myth about driving is that women are worse drivers than men. While it's true that mile for mile women have more minor accidents than men, a man is twice as likely to be killed in a car accident. In general, men take too many unnecessary risks when they're driving. Women are generally more careful and cautious drivers. But the most important factor of all is age. A driver aged between 17 and 24 has double the risk of an older driver. Which is why a lot of people would like to see the age limit for having a driver's license raised to 21.

 Play the CD again. Pause after each paragraph (see audioscript), and elicit as much of the information as possible from SS.

## **Extra support**

If there's time, get SS to listen to the CD with the audioscript on page 124 so they can see exactly what they understood/didn't understand. Translate/explain any new words or phrases.

**d** • Put SS in pairs to discuss the questions. Elicit SS' ideas.

## Extra support

Do these as open class questions.

## **3 VOCABULARY** expressions with *take*

- **a** Focus on the questionnaire, and quickly go through the questions, making sure SS understand any new vocabulary, e.g., *a cautious person* = someone who avoids danger, *demonstration* = a meeting where people protest about something.
  - Now focus on the first question and elicit the missing word (*risks*). Then get SS to fill in the blanks in the other questions. Check answers.

1 risks       5 easy       9 advantage         2 credit       6 notice       10 part         3 seriously       7 care       11 up         4 after       8 time       12 place																		
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- Point out:
  - the prepositions SS need after some of the expressions, e.g., take advantage of, take care of, take part in, etc.
  - that with the expression *take* ... *easy* you must have an object or *it* in the middle, e.g., *take things easy*, *take it easy*, etc.
- **b** Get SS to choose a few questions to ask you. Then give them time to interview each other in pairs. First **A** interviews **B** with all the questions, and then they change roles.

## MINI GRAMMAR likely and probably

- Go through examples and then the rules with SS. Point out that the opposite of *likely* is *unlikely*, which is often used instead of *not likely*, e.g., *It's unlikely that he'll come now, It isn't likely that he'll come now.* However, we don't use *improbably*. Instead we say *probably not*, e.g., *He probably won't come now*.
- You might prefer to focus on *likely* as an adjective only. In case you want to provide students more information about its use as an adverb, you might want to tell them that in standard English the adverb *likely* is more commonly used with words such as *most*, *more*, or *very* (e.g., *He will most likely call us later*), but in informal English it is often used on its own (e.g., *He will likely call us later*).
- Give SS a few minutes to complete the exercise and check answers.

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										nr					
				y											

## Extra support

If you think your class need more practice, use the extra photocopiable exercises on page 183.



## 4 GRAMMAR conditionals and future time clauses

- Check what you know. This exercise reviews the basic tense usage in first conditional and future time clauses, i.e., the simple present after *if*, *unless*, *until*, etc., and *will* + base form in the main clause.
  - Focus on the exercise and give SS a few minutes to circle the right forms. Get them to compare with a partner and then check answers.

1 I like 2 won't go 4 won't have to

5 I have

3 gets 6 I hear

- If SS are having problems, go to the Workbook page 31. Go through the rules and do the exercise.
- **New grammar**. Now focus on the sentence halves and give SS time to match them. Check answers.

1 F 2 J 3 I 4 B 5 G 6 C 7 A 8 D 9 E 10 H

**c** • Give SS in pairs time to answer the questions. Check answers.

1 2

- 2 In the main clause: any future form, e.g., will, going to, present continuous (with future meaning), future perfect, future continuous, or an imperative. In the other clause after if, in case, when, etc., any present tense, i.e., simple present, present continuous, or present perfect.
- 3 in case = because this might happen

## Extra support

Do these as open class questions.

**d** • Tell SS to go to **Grammar Bank 3C** on page 136. Go through the examples and rules with SS.

#### **Grammar notes**

SS have previously been taught that in first conditional sentences and future time clauses, we use the simple present after *if, when*, etc., and *will* + base form in the other clause. This is a simplification, and here SS learn that in fact, you can use any present tense after *if, when*, etc., e.g., the present continuous or perfect and any future form in the other clause. SS are also introduced to the zero conditional.

Remind SS that although a present tense is used after *if*, *when*, etc., the meaning is future.

#### zero conditional

This has not previously been focused on. Emphasize here that a zero conditional is used to generalize or give facts, e.g., *If you heat water, it boils*. Although zero conditionals are usually based on present tenses, they can also be used in the past, e.g., *If people didn't have money, they didn't eat that day*.

## first conditional

Up to now, SS have probably been given a simplified version of the first conditional (i.e., that we always use *if* + simple present). In this lesson they learn that a wider variety of tenses is possible (including the two new tenses they have just studied in **3B** – the future perfect and future continuous).

Remind SS that although a present tense is used after *if*, the meaning is future.

#### • future time clauses

Perhaps the most important point to emphasize is that a future tense can never be used after *if* or after *when*, *as soon as, until, unless, before, after, in case.* Typical mistakes are:

- We'll probably be watching a game when you'll arrive.
- I'll be ready as soon as I'll have taken a shower.
- The *in case* expression may be new to SS. Be careful that they do not confuse it with *in case of* which is sometimes seen on signs, e.g., *In case of fire, break glass*. You may want to point out that *in case* can also be used in the past tense, e.g., *I took a jacket in case it was cold*.
- Focus on the exercises for **3C** on page 137 and get SS to do them individually or in pairs. Check answers after each exercise.

a 1 I'm not feeling
2 won't be going
3 she will be giving
4 aren't wearing

b 1 before2 in case3 unless

4 aren't wearing

4 when

5 we'll have sold

5 after 6 If

6 die

7 in case 8 until

- Tell SS to go back to the main lesson on page 46.
- Focus on the sentence stems and get SS to complete them in pairs. Elicit ideas for sentence 1 from the whole class to demonstrate the activity.
  - Elicit answers. You could write the continuations on the board and get the class to vote for the best tips.

### Possible answers

- 1 ... they can swim / ... there is an adult watching them
- 2 ...it's a hot day/...you are going to be away for a long time
- 3 ... someone has an accident/... someone cuts himself/herself
- 4 ... they are at least 12 years old/... they are old enough
- 5 ... you have finished using them
- 6 ... a child or baby tries to eat or drink it
- 7 ... they show you identification / ... you are sure who they are
- 8 ... don't throw water on it / ... cover it with a towel



## **5 PRONUNCIATION** sentence stress and rhythm

- 3.11 Tell SS that the six sentences that they are going to hear are the missing parts of the six dialogues, so they should write them after B.
  - First, play the CD the whole way through for SS just to listen. Then play it again, pausing after each sentence to give SS time to write.
  - · Check answers.

See audioscript

#### 3.11

CD2 Track 19

- 1 A If we <u>rent</u> a <u>summer house</u> in <u>June</u>, will you <u>come</u> and <u>stay</u>?
  - B I'll tell you as soon as I know my plans.
- 2 A Do you think you'll be able to repair them soon?
  - B If you <u>come</u> back <u>tomorrow</u> at <u>five</u>, I'll have <u>finished</u> them by <u>then</u>.
- 3 A How will I know where to find you?
  - B I'll be waiting at the box office when you get there.
- 4 A What time did Mandy say she was coming?
  - B At 8:00, but if she doesn't hurry up, we'll have eaten all the food by then.
- 5 A What do you have in that bag?
  - B I'm taking my laptop in case I need it for work.
- **6** A Will it <u>be</u> a <u>problem</u> if they <u>stay</u> for <u>lunch</u>?
  - B There won't be enough steak unless you go and get some more.
- **b** Play the CD again and get SS to underline the stressed words. Check answers.
- **c** Give SS time to practice saying the dialogues.

## 6 LISTENING

- a Focus on the photos and the title of the article Japan's children play safe. Elicit what SS think it means. They will probably answer, e.g., "play safely / don't do dangerous things," etc., You could point out that the title is in fact a play on words. The idiom play it safe = be careful, not take any chances, e.g., We'd better play it safe and get to the airport very early tomorrow in case there are long lines at security.
  - Set a time limit for SS to read the article. Get them to underline the safety measures and discuss them with a partner. Get feedback, and encourage SS to say whether they think the measures are normal/necessary or extreme.
    - The main safety measures are providing proof of identification, making people take their shoes off, disinfecting wheels of baby carriages, security cameras, not allowing pets, sterilized sand, and inflatable toys to avoid injury.
- **b** 3.12 Before doing the listening, elicit two reasons why the Japanese playground is the way it is (to protect the children and because parents of an injured child might sue the resort). Check that SS know the meaning of the verb *sue* (= to go to court and ask for money from someone).
  - Now focus on the other photo and headline, and elicit the meaning of *a breath of fresh air* (= something new and stimulating).

- Explain that they are going to listen to part of an interview with the director of a preschool, who has a very different philosophy from that of the Japanese playground.
- Play the CD once. Get SS to discuss with a partner the main difference between Sue Palmer's attitude and that of the Japanese playground.

She thinks that children today are overprotected and that they need to be allowed to take risks.

#### 3.12

CD2 Track 20

(audioscript in Student Book on pages 124 and 125)

#### I = Interviewer, S = Sue Palmer

- I And this afternoon on *Schools Around the World*, we are visiting an unusual little preschool in a village in southern England. What makes this preschool different is that whatever the weather is like, the 20 children spend most of their day not in a classroom, but playing outside. Sue Palmer is the director of the preschool. Hello, Sue.
- s Hello.
- I Sue, do the children really spend all day outside?
- s Yes, even in the winter, and even if it's raining. They only come inside for breaks, so they probably spend about 90 percent of their day outside. We think this is a much better way of teaching children than by shutting them up in classrooms all day.
- I What kind of things do children learn from being outside?
- s They can learn about the world by doing things. We have a large field next to the school, so they're in the field all day playing, exploring, experimenting. They learn about how plants and trees grow, and they can learn about insects. They can learn about the danger of fire by sitting around a real fire. They can climb trees and walk on logs...
- I And don't you think this is a little bit dangerous for young children? They might easily fall down, have accidents.
- s Oh, no, no, not at all. I think that today's children are totally overprotected; they don't have enough freedom. People have forgotten just how important it is to give our children some freedom. They need to be allowed to take risks during play. Our children know which plants can hurt them. And they know that fire is dangerous. But nowadays schools do all they can to avoid adventure and risk.
- I Why do you think schools have become so obsessed with eliminating risk?
- s I think it's because schools and teachers are so worried nowadays that if a child has an accident of any kind, however small, that the child's parents will sue the school for huge amounts of money and maybe even put them out of business.
- I Have you ever had any problem with parents?
- s Oh, on the contrary. They are extremely positive about the school and our teaching methods and philosophy. I've heard parents say that children who come to our school are healthier and stronger than other children and that's in spite of being out in the rain or maybe it's because of it. I think, and the parents agree with me, that the way we are teaching is the way that childhood should be.
- Well, thank you very much, Sue.

c • Now focus on the sentences and give SS time to read them and think about what the missing word or phrase is. Point out that the sentences are not taken word for word from the listening but sum up what it says. Then play the CD again. Pause after each part to give SS time to write. Get them to compare with a partner and play it again if necessary. Check answers.

1 village

5 take risks

2 outside, winter

6 have an accident

3 doing things

7 extremely positive

4 freedom

**d** • Do this as an open class question and say what you think.

## 7 SPEAKING

- Tell SS that they are going to talk about things they did as children and whether they think it is safe to do them
- Focus on the GET IT RIGHT box, and tell SS that the sentences are examples of the kind of language they will need to do the speaking activity. Give pairs a few minutes to cross out the wrong forms. Check answers.

1 must/had to

2 /

3 used to/<del>use to</del>; ✓

4 /

5 go/t<del>ogo</del>

- Focus on the questions. You could demonstrate with one of the prompts by talking a little about what you used to do and whether you think it is safe for children today.
- Put SS in groups of three or four. Encourage them to compare experiences for each point.
- Get some responses from the whole class.
- Finally, tell SS to go to Phrasal verbs in context File 3 on page 157 and complete the phrasal verbs that have come up in this File. (Answers on page 153)

## Extra photocopiable activities

#### Grammar

conditionals and future time clauses page 166

## **Communicative**

Are you a risk-taker? page 204 (instructions page 191)

### Vocabulary

Describing game page 223 (instructions page 219)

## **HOMEWORK**

Study Link Workbook pages 30–32

# Colloquial English HIGH RISK?

## Lesson plan

In the first part of this lesson, the person interviewed is EZ (real name Paul Corkery), an expert in free running (also called parkour), who set up a very successful organization called Urban Freeflow (www.urbanfreeflow.com), which, among other things, provides people to do stunts for movies and advertisements. If SS are not aware of what free running is, they should understand once they see the photos on the page and read the explanation. In the second part of the lesson, people on the street are asked if they have ever done a high-risk sport, what it was like, and if there is a high-risk sport they would like to do.

**Study Link** These lessons are on the *American English File* 4 Video, which can be used instead of the Class Audio CD for these lessons (see Introduction on page 9). SS can get more practice on the MultiROM, which contains more of the short street interviews with a listening task and audioscripts.

## **Optional lead-in** (books closed)

• Put SS in pairs to brainstorm high-risk sports. Elicit their ideas and write them on the board.

Possible answers white-water rafting bungee jumping rock climbing rappelling horse riding snowboarding parachuting

potholing/caving skateboarding surfing skiing gliding/paragliding/ hang-gliding

• Ask SS if anyone knows what free running is. If nobody knows anything, tell them they will find out in this lesson.

## THE INTERVIEW

- a Books open. If you didn't do the optional lead-in, ask SS if they know what the people in the photos are doing (free running) and get SS to read the description.
  - Now focus on the glossary. Go through it with the class, eliciting how to pronounce the words and phrases.
- **b** 3.13 Focus on the task. Put SS in pairs and give them time to read the questions. Encourage SS not to write anything down when they listen the first time. They should listen and try to get the gist of what the speakers are saying, and then discuss the questions with their partner.
  - Play the CD once (part 1). Give SS time to discuss the questions and tell each other what they understood. Then play the CD once or twice more. This time, SS might want to jot down things they heard to help them remember the answers to the questions. Check answers.

- 1 Yes, but people usually do it in one particular place.
- 2 He usually does it in a group of about ten people.
- 3 He practiced boxing and martial arts.
- 4 Because his life changed (he got married and had a child). He tried martial arts but didn't like it, and then he found out about free running.
- 5 There are 20 athletes. They work in commercials (= advertisements) and movies, teach in schools, and teach the army and the police.
- 6 It helps youth offenders stop doing bad things. They think it's a cool thing to do. In schools, where a lot of kids don't do any PE and maybe have an obesity problem, they also like free running because it's cool and, as a result, they get some exercise.

#### 3.13

CD2 Track 21

(audioscript in Student Book on page 125)

## I = Interviewer, E = EZ

- I .EZ is a free runner who started the organization Urban Freeflow. Free runners use obstacles in a town or city to create movement, by running, jumping, and climbing. Can you do free running anywhere, I mean, for example, if you're on your way somewhere?
- E Yeah, I mean if you wanted to, you could kind of do it anywhere, you know, if you're on your way to work, you could do it. But generally the people who practice would go to a particular spot and practice there and then move on elsewhere.
- I Where do you most enjoy doing free running?
- E The most rewarding for me would be running in London, here, I mean, around the South Bank. And we'd do it in a team of maybe ten of us, and just, you know, like someone leading the way and the rest following, and just using basic obstacles, like lampposts and walls and just moving.
- I How did you first get into free running?
- E Well, my background is in boxing, which I did for about 20 years, and I boxed at international level. And I got married and had a kid and had to just change my life around and become sensible all of a sudden. So, I gave up the boxing and there was a huge void in my life, so I drifted into martial arts, which didn't really do it for me. And I was looking for the next thing to do and I saw this on TV one day, and I remember sitting in bed watching it and I said, "That's what I'm looking for."
- I Tell us about the organization Urban Freeflow.
- E Well, Urban Freeflow started out as a website, but then we devised a performance team. We have 20 athletes in the team now, eight who are very, very high-profile; we're sponsored by Adidas now. We take care of all sorts of commercials and movies in that sense. We teach as well, we teach in schools, we've taught the army, the police.
- I How do you help the police?
- E The police run these schemes for youth offenders, and they're trying to get them out of, you know, doing bad things. So, it's seen as a positive thing to do, it's seen as a very cool thing to do, and for the youths it's very engaging, so that's what we do for them.
- I And how does it help schools?
- E In terms of schools, same again. There's a big problem in the UK with obesity, and kids just aren't practicing anything. They're not doing any PE, they're not doing any kind of sports, whereas what we do is perceived as being very cool, and unwittingly they're taking part and exercising, so that seems to be a very positive thing.

## **Extra challenge**

You could use the audioscript to elicit more detailed answers from SS.

- c 3.14 Focus on the task and play the CD once (part 2). Give SS time to discuss the questions and what they understood. Then play the CD once or twice more. Check answers.
  - 1 They are very safety conscious when they work in movies or commercials. They don't take risks. They practice and do things again and again.
  - 2 The sense of freedom is what attracted EZ to free running. You don't need anything to be able to do it, just a pair of sneakers (trainers).
  - 3 These are the normal kinds of injuries that people get doing free running.
  - 4 He once fell out of a tree and had to go to the hospital.
  - 5 It's a sport that can help you with free running.

#### 3.14

CD2 Track 22

(audioscript in Student Book on page 125)

- I How dangerous is free running?
- E On the face of it, what we do seems to be quite dangerous, but it doesn't touch on what we do, we're very, very safety conscious, we work in movies and commercials where safety is paramount, I mean, everything we do is calculated, there's no risk-taking. If you see a big jump being done, we'd have practiced that at ground level thousands of times, over and over and over. I think if anything, the key word for what we do is repetition.
- I What attracted you to free running? Was it the risk element?
- E To a degree, the risk element played a part, but it was more about the sense of freedom, the way to be able to move within your environment with no limitations, you know. You don't need any equipment to take part, no skateboard, or no BMX, you can just... a pair of trainers and I'm ready to go. That was the real draw for me, just the freedom aspect.
- I Have you had many accidents since you started doing free running?
- E Well, if you're practicing this sport, you will pick up the odd scrapes here and there, you'll get blisters on your hands, and calluses, which is normal. You might get the odd sprained ankle. Personally, I fell out of a tree once, and fell on my head, which wasn't very nice and I had to go to hospital here.
- I Is free running really something that anyone can do?
- E It helps if you have a background in some kind of sport, but it isn't essential, you can start from being a complete beginner. Gymnastics would help, but you could be, you know, just someone who plays football, or does a bit of running and pick it up straight away. As long as you start out very small scale, take your time, there's no problem.

- d 3.15 This exercise gives SS intensive listening practice in deciphering phrases where words are often run together, and it introduces them to some common English expressions. Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing words and then the meaning of the whole phrase. Repeat for the other five phrases.
  - 1 kind of (= to some extent)
  - 2 leading the way (= going in front and showing the others where to go)
  - 3 all of a sudden (= an idiom that means suddenly)
  - 4 To a degree (= to a certain extent)
  - 5 pick it up (= a phrasal verb that means learn something by doing it)
  - 6 As long as (= on the condition that, e.g., You can go out as long as you are home by 10:00.)

CD2 Track 23

- 1 If you wanted to, you could kind of do it anywhere.
- 2 ... someone leading the way and the rest following.
- 3 I had to just change my life around and become sensible all of a sudden.
- **4** To a degree, the risk element played a part.
- 5 ... does a bit of running and pick it up straight away.
- 6 As long as you start out very small scale...
- e Tell SS to go to page 125 and to look at the audioscript for the interview. Play the CD (part 1 and part 2) again and tell SS to read and listen at the same time. Deal with any vocabulary problems and ask SS what parts they found hard to understand and why, e.g., speed of speech, elision, pronunciation, etc.
  - Finally, focus on the question. You could also ask SS *Do you think it would be a good Olympic sport?* Get SS to answer in pairs or as a whole class. Then elicit responses from the whole class.

### ON THE STREET

- Focus on the task. (If you did the optional lead-in, you can leave out this stage). You might need to explain bungee /bʌndʒi/ jumping (= jumping off a high place, e.g., a bridge, with an elastic rope attached to your ankles), white-water rafting (= going in dangerous water or rapids in an inflatable boat).
  - A Don't ask SS if they have done any of these sports at this stage as they will be talking about this later.
- **b** Focus on the photos of the people and elicit impressions (possible age, occupation, etc.).
  - 3.16 Focus on the task. Tell SS they will not need to use all the sports. Play the CD once. Then play it again, pausing after each speaker to check answers.

bungee jumping 2
jet skiing 3
race car driving 1
scuba diving 2
skydiving 2, 4

The speakers haven't tried parachuting, rock climbing, or white-water rafting

### 3.16

CD2 Track 24

(audioscript in Student Book on page 125)

I = Interviewer, T = Tim, D = Duey, J = Josh,
C = Christina

### Tim

- I Have you ever done any high-risk sports or activities?
- T Uh, yeah, I raced cars for 20 years before I got married and had children and that quickly ended.
- I What was it like?
- T Uh, it's what I did since I was 10 years old. It was probably where I felt most comfortable behind the wheel of a race car. Uh... it was a rush, it was a lifestyle that I enjoyed, it took me around the world... So it was what I wanted to do for a long time.
- I Is there anything else you'd like to try?
- T Uh... I would probably have a few. My wife, I'm not sure she would be excited about. Parachuting probably, jumping out of an airplane. My parents both did it and I was supposed to get it for my 18th birthday and I never followed up on it with them. So, we'll see... someday... someday...

### Duey

- I Have you ever done any high-risk sports or activities?
- D High risk?... Um, depends on how you define it. I've done bungee jumping, I've done skydiving, I've done scuba diving. Uh... Next month, I'm going to try out rock climbing. So I guess those are pretty extreme sports.
- I What was skydiving like?
- D Skydiving was probably one of my favorite things to do. It's just the adrenaline rush, where it only lasts seconds but, you know, I did that several years back and I still remember, recall how that feels, such a jump out of a plane.
- I Is there anything else you'd like to try?
- D Um...I think I would want to give sky...uh... scuba diving a chance again. I ruptured my ear diving in the Great Barrier reefs, so it hasn't been the same ever since, I've been a little bit scared to go back and try that out again. But it would be great to, uh, give it another chance.

### Josh

- I Have you ever done any high-risk sports or activities?
- J The only high-risk sport I've ever done would be jet skiing.
- I What was it like?
- J Just a total new experience for me, and jumping up in the air after huge waves was just awesome and kind of nerve-wracking at the same time.
- I Is there anything else that you'd like to try?
- J I cannot see myself doing any high-risk sports. I get too nervous, and jumping out of a plane isn't for me.

### Christina

- I Have you ever done any high-risk sports or activities?
- C After I turned 18, I did participate in a high-risk activity. I went skydiving. My mom, especially at the beginning, was very hesitant to let me go. But I eventually convinced her, and it was one of the best things I've ever done in my entire life.
- I What was it like?
- C It was really like an out-of-body experience, I guess. It wasn't anything like, um, like I've ever experienced before, and I definitely recommend it to everyone.
- Is there anything else that you'd like to try?
- C Um, my dad goes white-water rafting and I've always wanted to try that with him, so I would definitely love to get into white-water rafting.

- c Focus on the task and give SS time to go through the sentences. Play the CD once. Get SS to compare what they think. Play it again if necessary and check answers.
  - 1 Christina 2 Duey 3 Josh 4 Tim
- **d** 3.17 Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing word, and then the meaning of the whole phrase. Repeat for the other three phrases.
  - 1 followed up on (= a phrasal verb that means continued planning something)
  - 2 see myself (= imagine yourself)
  - 3 isn't for (= is not something a person likes or wants to do)
  - 4 get into (= become involved in)

CD2 Track 25

- 1 ... and I never followed up on it with them.
- 2 I cannot see myself doing any high-risk sports.
- 3 ... and jumping out of a plane isn't for me.
- 4 ... so I would definitely love to get into white-water rafting.
- e Tell SS to go to page 125 and to look at the audioscript for ON THE STREET. Play the CD again and tell SS to read and listen at the same time. Deal with any vocabulary problems and ask SS what parts they found hard to understand and why, e.g., speed of speech, elision, pronunciation, etc.
  - Finally, focus on the three questions that the interviewer asked the people, and get SS to interview each other in pairs. Then elicit responses from the whole class.

### **HOMEWORK**

Study Link Workbook page 33

# Writing: Expressing your opinion

# Lesson plan

This writing lesson gives SS practice in writing a composition expressing their opinion. There is a focus on linking expressions, e.g., so, in addition.

 Focus on the composition title and elicit opinions from the class to see whether the majority agrees or disagrees.
 Then give SS a few minutes to read the composition.
 Elicit that the writer agrees with the title.

### Extra idea

You could elicit the author's reasons for agreeing with community service for young people.

- Now focus on the task and on the linking expressions in the list. Give SS a few minutes to fill in the blanks. Get them to compare with a partner and then check answers.
  - 2 in most cases
    3 First
    4 whereas
    5 Second
    6 In addition
    7 Finally
    8 so
    9 In conclusion
  - Point out that:
    - first/second are used to introduce main arguments.
       Finally is used to introduce the final main argument.
    - in addition (or also) can be used to add an extra point to an argument.
    - whereas is used to contrast two ideas.
    - so is used to introduce a consequence or result, e.g.,
       I was tired so I went to bed.
    - in conclusion (or in summary) is used to introduce your final paragraph where you summarize your opinion.
- **c** Focus on the instructions and the **Useful language** box. Go through them with SS, and point out that:
  - *personally* ... and *in my opinion* ... are both used to emphasize what you think.
  - for example / for instance can be used at the beginning of a sentence or in the middle.
  - such as can only be used in the middle of a sentence.

### **WRITE** a composition

Go through the instructions. Then either get SS to plan and write the composition in class (set a time limit of about 20 minutes) or get them just to plan in class and write the composition at home, or assign both planning and writing for homework.

If SS do the writing in class, get them to exchange their composition with another student to read and check for mistakes before you collect them.

# REVIEW & CHECK

For instructions on how to use these pages, see page 31.

### **GRAMMAR**

- a 1 was being
  - 2 probably never be
  - 3 to be a
  - 4 said that
  - 5 won't come
- **b** 1 'll be lying / will be lying
  - 2 will ... have started/will have ... started
  - 3 has landed / lands
  - 4 drink/have drunk/have been drinking
  - 5 finish / have finished

### **VOCABULARY**

- a 1 kidnapper the others all steal
  - 2 smuggler the others are crimes
  - 3 evidence the others are people
  - 4 scorching the others refer to cold weather
  - 5 mist the others are extreme weather
- b 1 committed
- 6 blew
- 2 caught
- sweated
- 3 sentenced
- 8 poured
- 4 kidnapped
- 9 melted
- 5 murdered
- 10 took
- c 1 with
- 4 out
- 2 up
- 5 in
- 3 after

### **PRONUNCIATION**

- a 1 weather (it's /ð/)
- 4 slip (it's /1/)
- 2 jury (it's /or/)
- 5 sweat (it's /ε/)
- 3 guilty (it's /g/)
- **b** accuse, blackmail, community, typhoon, seriously

### CAN YOU UNDERSTAND THIS TEXT?

1 b 2 c 3 a 4 a 5 b 6 a

### CAN YOU UNDERSTAND THESE PEOPLE?

a A 5 B - C 2 D 1 E 4 F 3

b 1 N 2 D 3 N 4 M 5 D 6 M 7 N 8 M

3.18 CD2 Track 26

1 Young offenders are getting younger all the time. In the past the average age was probably 17 or 18, but nowadays we find ourselves dealing with kids who are 13 and 14 and even younger. The other week we were called to a house where the burglar alarm had gone off and we found these kids hiding in the backyard with the things they'd just stolen from the house. One was 14 and the other was only 12.

- 2 So really what they need is sort of stricter control and... uh, rules. And I know that lots of people think we're too tolerant and that it's our fault, and I suppose it's partly true that we find it difficult to say no to them sometimes. It's not easy. I mean, you want your kids to have the same things as everyone else. I think the problem is nowadays that children get bored, and that's why they do these things... to get some excitement.
- 3 So then I looked at her and said, "Aren't you ashamed of yourself trying to rob an old lady? I'm old enough to be your grandmother." And you know what she did? She spat at me, and then she laughed, and then she just ran off with my handbag. I was so angry.
- 4 The trouble is that most of us just feel helpless we can't do anything. They're just not interested and what's worse they distract and disrupt the other kids who do want to learn, and sometimes they insult us or even get violent. The problem is that they don't have enough discipline at home.
- 5 When I was doing my research I talked to a lot of young people in schools, and I asked them if they thought a fine would stop them from committing a crime and they said, "No, it wouldn't." They said that the only thing they were frightened of was getting sent to prison. I've also spoken to the police, social workers, lawyers... and they all agree that fines and community service just aren't working.

### 3.19

CD2 Track 27

### P = Presenter, D = Dan, M = Marion

- P Marion and Dan, you are both mountain climbers, and you regularly attempt some very difficult and dangerous climbs. Some people might say that you're taking an unnecessary risk.
- D Many things we do in life have an element of risk. You drove here today on a highway in the rain. That was a risky thing to do. People try to minimize risks when they drive, they wear a seatbelt, for example and I do the same when I go climbing. Before I go, I do my research so that I can avoid avalanche areas, I check the weather forecast, and I make sure my equipment is all in working order. And when I'm on the mountain, I use my common sense, and I don't take unnecessary risks.
- M Also, life isn't just about protecting ourselves from risks. We can't live in a bubble. We have to live life and do things that make us feel alive. Mountain climbing gives me energy to do other things in my life. I'm a high school teacher, and climbing on weekends gives me the extra energy I need to be a good teacher.
- D Exactly. I spend most of my time sitting at a desk in an office. It's not the most exciting of jobs, and I would go crazy if I didn't have the chance to feel the adrenaline pumping through my body when I'm climbing a vertical rock face 10,000 feet up in the air.

- P Wow. Um... now you are both married and you, Dan, have young children. How do your spouses feel about you climbing?
- M I was already a mountain climber when I met my husband, but I won't pretend that he's exactly thrilled when I walk out the door with my climbing gear on a Friday evening. I don't enjoy making him feel worried, but on the other hand, he does know and believe that I would never do anything that would put my life at risk.
- D I used to have a lot of arguments with my wife about whether I was being selfish and irresponsible, especially when our first child was born. But now she's fine with it.
- P But bad things can happen in climbing. Climbers do get killed, don't they?
- M Yes, but this is usually because a climber gets overconfident or too careless or because they don't do the necessary preparation before the climb.
- D Or just bad luck.
- M Yes, sometimes.



**G** unreal conditionals

**V** feelings

P sentence rhythm

# Would <u>you</u> get out alive?

### File 4 overview

This File begins, in **4A**, with a review of second and third conditionals. In **4B** the grammar focus is on past modals, *must | might | couldn't + have (been)*, *should + have (been)*, etc. Finally, lesson **4C** presents the verbs of the senses *look | feel | taste | smell | sound + adjective | like | as if.* The lexical areas in this File are feelings, verbs sometimes confused, and the body.

# **Lesson plan**

In this lesson, the topic is survival. In the first part, SS read part of an article from a magazine about surviving disasters. The grammar focus is on unreal conditionals, i.e., second and third conditionals. SS should have seen both of these structures before but will still need practice in using them, especially third conditionals. The vocabulary focus is on feelings, e.g., *devastated*, *stunned*, etc., and pronunciation looks at sentence rhythm. The second part of the lesson is based on the true story, later made into a documentary for Discovery TV, about three young backpackers and their guide who got lost in the Amazon jungle.

### Optional lead-in (books closed)

- Write on the board
- Life-or-death disaster situations

Natural Man-made

- Elicit from the class one example for each column, e.g., flood (natural), car accident (man-made)
- Put SS in pairs and have them try to add some more to each column.
- Elicit responses and write them on the board. Model and drill pronunciation.

Possible answers
Natural
earthquake
flood
volcanic eruption
tsunami (tidal wave)
hurricane

Man-made
fire (set on purpose)
terrorist attack
major accident, e.g., plane crash,
train crash, etc.

 Then ask the class Have you (or anyone you know) ever experienced any of these things? How did you / they react? Elicit information.

### 1 SPEAKING & READING

- **a** Books open. Focus on the questionnaire and give SS a few moments to read and discuss answers with a partner. Get some responses, but <u>don't</u> tell them yet what the right answer / best thing to do is.
- **b** Now focus on the photo with the article and ask SS what disaster it shows (people escaping from the World Trade Center in New York City on September 11th, 2001). Then set a time limit for SS to read the introduction to the article (the part on page 52).

- Then, in pairs, SS check their answer to number 1 only in the questionnaire, and answer the three questions in
   b. Emphasize that the first two questions are about the text, and the third question is about their own opinion.
- Check answers and elicit from different SS how they think they would react in a crisis.

Answer to question 1 in questionnaire

1 c (Most people "freeze" and can't do anything) Answers to 1b

- 1 Because in a crisis our minds take longer to process information. People can't make a decision about what to do. People also often refuse to believe that the disaster is happening to them.
- 2 No, because people's normal personality is not a good guide to how they will react in a crisis.
- c Divide SS into pairs, A and B. Now focus on the task and make sure SS are clear which part of the text they have to read. Focus on the sets of questions and tell SS to use these as a memory aid to tell their partner in their own words what they have read about.
  - Set a time limit for SS to read their half of the text and then tell the As to tell the Bs what they have read. When you think they have done this, tell the Bs to tell the As what they have read. Monitor and help SS, and encourage them to use their own words.
- **d** Now focus on the eight true / false sentences. Tell SS to read the whole article, focusing more on the part they didn't read previously, and then together mark the sentences T or F. Check answers, and get SS to explain why the F ones are false.
  - 1 F (She didn't run. She waited for someone to tell her everything was all right.)
  - 2 T
  - 3 F (She was looking for things to take with her.)
  - 4 T
  - 5 T
  - **6** F (They had very little time. The plane caught fire after 60 seconds.)
  - 7 T
  - **8** F (Because they think it's not "cool" to do so.)
- e Finally, focus on the highlighted words and phrases. Give SS time to look at them in context and guess their meaning. Check answers, and model pronunciation. Elicit / explain any other vocabulary that SS have problems with.

**evacuation** = moving people from a place of danger to a safer place

**explosion** = the noun of *explode*, the action caused by something such as a bomb



in a trance = a state in which you are thinking so much about something that you are doing that you don't notice what is happening around you

**shook** = past tense of *shake* = to move from side to side or up and down

made it = succeeded in doing something, such as reaching a place in time, e.g., We made it to the station just in time to catch the train.

collided with = crashed into while moving survivors = people who survive, do not die in a natural or man-made disaster

caught fire = started burning paralyzed = unable to move your body at all

### Extra support

At this point you could go through the article with the class, pointing out useful expressions and eliciting / explaining the meaning of new words and phrases.

- **f** Do this with the whole class and elicit responses.
  - Probably the most important tip is to always know where emergency exits are both in planes and in buildings. It's also important to act immediately and not try to take possessions with you. The right options in the questionnaire in a are 2c and 3b.

## 2 VOCABULARY feelings

a • Focus on the instructions and give SS a few moments to find the adjectives. Check answers.

1 confused 2 calm

3 shocked 4 stunned

**b** • Tell SS to go to **Vocabulary Bank Feelings** on page 151. Focus on section 1 Adjectives. Give SS time to do exercise a individually or in pairs. Check answers and go through the information in the box about fed up and upset. Point out that fed up is usually followed by with, e.g., I am fed up with this awful weather. Model and drill pronunciation.

a 3 grateful 4 relieved lonely nervous

5 disappointed

9 glad

6 homesick

10 offended

• Now focus on 1b and point out that these are strong adjectives. Give an example of a strong adjective, e.g., enormous = very big (but you can't say very enormous). When SS have finished, check answers and go through the information in the  $oldsymbol{\mathbb{A}}$  box. Model and drill pronunciation.

**b** 2 devastated

7 furious

3 delighted

8 astonished

4 exhausted 5 thrilled

9 desperate

6 terrified

10 miserable

• Now focus on section 2 Idioms and give SS time to match them to their meanings. Check answers.

### 1 C 2 D 3 F 4 E 5 A 6 B

• Finally, focus on the final instruction "Can you remember the words on this page? Test yourself or a partner."

### Testing yourself

For Adjectives, SS can cover the column on the right, look at situations and definitions, and try to remember the adjectives. For **Idioms**, they can first cover the feelings A-F and try to remember what each idiom means. They could then cover them, look at A–F, and try to remember the idiom.

### Testing a partner

See **Testing a partner** page 18.

**Study Link** SS can find more practice of these words and phrases on the MultiROM and on the American English File 4 Website.

- Tell SS to go back to the main lesson on page 53.
- c Focus on the pictures. SS, in pairs, first try to remember an adjective and an idiom for each. In the first picture, ask SS to focus on the man. Check answers.
  - 1 fed up, sick and tired
  - 2 astonished, couldn't believe her eyes
  - 3 delighted, jumping for joy
  - 4 miserable, feeling down
  - 5 exhausted, worn out
  - 6 terrified, scared to death
- **d** Focus on the instructions. Tell SS to choose their two adjectives and think about what they are going to say. Help them with vocabulary if necessary.

### Extra support

You could demonstrate first by choosing one of the feelings and telling SS about an experience of your own.

• Give SS time to exchange experiences with a partner.

## Extra challenge

If SS are enjoying the activity, you may want to get them to choose more adjectives from the Vocabulary Bank Feelings.

• Try to elicit an experience for each adjective.

### 3 GRAMMAR unreal conditionals

- Focus on the task, and elicit answers from the class.
  - 1 refers to a hypothetical situation in the present or future
  - 2 refers to a hypothetical situation in the past
- **b** Again, elicit answers from the class.
  - 1 would + base form in the main clause, simple past in
  - 2 would have + past participle in the main clause, past perfect in the if clause
- **c** Focus on the task and give SS a few minutes to complete the sentences. Check answers.

3 had gotten off

2 would have gotten out 4 wouldn't pay

**d** • Tell SS to go to **Grammar Bank 4A** on page 138. Read the examples and go through the rules with the class.



### **Grammar notes**

SS will have studied both the second and third conditionals separately, but here they are contrasted. SS should be fairly confident with the concept of both, although they will probably still have problems using them orally with fluency, especially the third conditional.

### second conditional

• **rule 3:** With the verb *be*, you can use *was* instead of *were* in the *if* clause in informal spoken English. However, in conditionals beginning with *If I were you* ... to give advice, always use *were*.

### second and third conditional

• rule 2: SS also widen their knowledge of these two conditionals by seeing how other tenses can be used in either clause.

### second or third conditional?

The point to emphasize here is that the second conditional refers to a hypothetical situation in **the present or future** that can sometimes be changed and sometimes not, e.g., If she were taller, she could get a job as a model (situation can't be changed). If you studied more, you would pass the exam (situation could be changed). The third conditional refers to hypothetical situations in the past, **which didn't happen**, e.g., If we had known you were in the hospital, we would have visited you (we didn't know, so we didn't visit you).

### A mixed conditionals

Sometimes the second and third conditionals are mixed. We suggest that you draw SS' attention to this for passive recognition, but this is not practiced in the exercises.

- Focus on the exercises for **4A** on page 139 and get SS to do them individually or in pairs. Check answers after each exercise.
- a 1 would have bought
  - 2 had gone
  - 3 would lend
  - 4 found
  - 5 hadn't been driving (hadn't driven)
  - 6 lived
  - 7 wouldn't have died
  - 8 would have heard
  - 9 had known
  - 10 were
- **b** 1 ... he wouldn't have been late for the interview.
  - 2 .... she would sleep well at night.
  - 3 ... we would have reached the top of the mountain.
  - 4 ... she had had enough money.
  - 5 ... there weren't so much traffic.
  - 6 ... he would get the job.
- Tell SS to go back to the main lesson on page 54.

# **4 PRONUNCIATION** sentence rhythm

### **Pronunciation notes**

The focus here is on getting SS to say second and third conditional sentences with good rhythm by stressing the important words (i.e., the ones that carry information). You may want to encourage your SS to produce the reduced forms of *would* and *have* in these sentences, i.e., /wəd/ and /əv/. The negative forms of the auxiliaries *would* and *have* are usually <u>not</u> reduced, however.

• 4.1 Focus on the task. Then play the CD once the whole way through for SS to listen. Then play it again, pausing after each sentence for SS to write. Then play it again the whole way through for SS to check.

4.1

CD2 Track 28

- 1 I would have been terrified ...
- 2 If I told you what happened, ...
- 3 If I hadn't read the safety information, ...
- 4 I wouldn't fly with that airline ...
- 5 If I'd stayed in the building longer, ...
- 6 I'd travel more ...
- Then get SS to match the endings A–F.
- **b 4.2** Play the CD for SS to check their answers. Finally, check that they have written / spelled the first parts correctly by writing them on the board.

### 1 E 2 F 3 D 4 C 5 A 6 B

4.2

CD2 Track 29

- 1 I would have been terrified if I'd been in that situation.
- 2 If I told you what happened, you wouldn't believe me.
- 3 If I hadn't read the safety information, I wouldn't have acted so quickly.
- 4 I wouldn't fly with that airline if I were you.
- 5 If I'd stayed in the building longer, I would have died.
- **6** I'd travel more if my husband weren't afraid of flying.
- c Play the CD again for SS to underline the stressed words. Check answers (see audioscript 4.1) and then get SS to practice saying the sentences with the right rhythm.
- **d** Focus on the instructions and example with SS.

### Possible answers

- 1 ... I wouldn't have gone to the party. If I hadn't gone to the party, I wouldn't have met the love of my life.
- 2 ... I wouldn't have missed the train. If I hadn't missed the train, I wouldn't have been late for work.
- 3 ... I would have gotten the message. If I'd gotten the message, I would have known the dinner was canceled.
- 4 ... I would have studied. If I'd studied, I would have passed the test.
- Get SS to practice reading their "chains" aloud, focusing on getting the right rhythm.

### **5 READING & LISTENING**

- **a** Do this as an open class question. Elicit ideas and write them on the board.
- **b** Focus on the article and photos, and stress that this is a true story. Set a time limit for SS to read the beginning of the story and answer the questions in pairs. Check answers to 1–3, and then elicit from SS their own answers to 4 and 5.



- 1 To go into the rainforest and visit an undiscovered indigenous (= native) village, then raft (= travel on pieces of wood tied together and used as a boat) down the river, and then fly to La Paz. This changed when there was no sign of the village and tensions began to appear within the group.
- 2 a Karl (the guide) didn't seem to know where the village was.
  - b Marcus was complaining about everything, especially his feet.
- 3 Kevin wanted to continue the trip and raft down the river, as they had originally planned, but didn't want Marcus to come.
- Now check whether there is any vocabulary SS couldn't guess and elicit / explain the meaning.

### **Extra support**

If you want to check that SS have really understood the first part, you could ask them the following comprehension questions before moving on to the listening:

What did Karl promise the three friends? What promise did they make to each other? How do you think the three friends felt before going into the jungle? What made Kevin angry? What decision did he make?

- Now focus on the instructions and photos. Get SS to look at the photos first, and use them to pre-teach some of the vocabulary that comes up in the listening, e.g., rapids, jaguar, footprint, hiking boot, log, etc.
  - 4.3 Stress that SS shouldn't write anything while they listen. Then play the CD for SS to listen to the first part. Play it again, and then get SS to answer the questions orally in pairs. Check answers and elicit ideas in answer to the questions in bold. Make sure SS use the right verb form *I would have* ...
  - You may want to ask a few more questions (e.g., *Can you remember what was in the backpack?*) to make sure SS got all the details.
    - 1 The river went faster and faster; they got into rapids and then hit a rock. Kevin swam to shore, but Yossi was swept away.
    - 2 He found their backpack with a lot of important and useful things in it, especially the map.

4.3 CD2 Track 30

(audioscript in Student Book on page 125)
Yossi and Kevin soon realized that going by river was a big mistake. The river got faster and faster, and soon they were in rapids. The raft was swept down the river at an incredible speed until it hit a rock. Kevin managed to swim to shore, but Yossi was swept away by the rapids. But Yossi didn't drown. He came up to the surface several kilometers downriver. By an incredible stroke of luck, he found their backpack floating in the river. The backpack contained a little food, insect repellent, a lighter, and most important of all... the map. The two friends were now separated by a canyon and six or seven kilometers of jungle.

• 4.4 Repeat the process for part 2.

- 3 Kevin desperate, responsible for what had happened to Yossi. Yossi optimistic, sure he would find Kevin.
- 4 Yossi woke up and found a jaguar looking at him, but he managed to scare it away (by setting fire to insect repellent with a cigarette lighter).

### 4.4

CD2 Track 31

(audioscript in Student Book on page 125)
Kevin was feeling desperate. He didn't know if Yossi was alive or dead, but he started walking downriver to look for him. He felt responsible for what had happened to his friend. Yossi, however, was feeling very optimistic. He was sure that Kevin would look for him, so he started walking upriver calling his friend's name. But nobody answered. At night Yossi tried to sleep, but he felt terrified. The jungle was full of noises. Suddenly, he woke up because he heard a branch breaking. He turned on his flashlight. There was a jaguar staring at him... Yossi was trembling with fear but then he remembered something that he once saw in a movie. He used the cigarette lighter to set fire to the insect repellent spray, and he managed to scare the jaguar away.

- 4.5 Repeat the process for part 3.
  - 5 Because he was exhausted and starving. Then he found a footprint that he thought was Kevin's, but eventually he realized it was his own. He had been walking around in circles.

4.5

CD2 Track 32

(audioscript in Student Book on page 125)
After five days alone, Yossi was exhausted and starving. Suddenly, as he was walking, he saw a footprint on the trail – it was a hiking boot. It had to be Kevin's footprint! He followed the trail until he discovered another footprint. But then he realized, to his horror, that it was the same footprint and that it wasn't Kevin's. It was his own. He had been walking around in circles. Suddenly, Yossi realized that he would never find Kevin. He felt sure that Kevin must be dead. Yossi felt depressed and was at the point of giving up.

- 4.6 Repeat the process for part 4.
  - 6 He had been looking for Yossi. He had floated down the river on a log and had been rescued by two Bolivian hunters.
  - 7 Because the hunters only went to that part of the rainforest once a year.

4.6

CD2 Track 33

(audioscript in Student Book on page 125)
But Kevin wasn't dead. He was still looking for Yossi. But after nearly a week, he was weak and exhausted from lack of food and lack of sleep. He decided that it was time to forget Yossi and try to save himself. He had just enough strength left to hold onto a log and let himself float down the river. Kevin was incredibly lucky – he was rescued by two Bolivian hunters in a canoe. The men only hunted in that part of the rainforest once a year, so if they had been there a short time earlier or later, they would never have seen Kevin. They took him back to the town of San José, and he spent two days recovering.

• 4.7 Repeat the process for part 5.



- 8 He asked the Bolivian Army to look for Yossi.
- The forest was too dense, and they had to fly too high.
- 10 He paid a local man to take him up the river.

CD2 Track 34

(audioscript in Student Book on page 126) As soon as Kevin felt well enough, he went to a Bolivian Army base and asked them to look for Yossi. The army soldiers were sure that Yossi must be dead, but Kevin finally persuaded them to take him up in a plane and fly over the part of the rainforest where Yossi could be. It was a hopeless search. The plane had to fly too high and the forest was too dense. They couldn't see anything at all. Kevin felt terribly guilty. He was convinced that it was all his fault that Yossi was going to die in the jungle. Kevin's last hope was to pay a local man with a boat to take him up the river to look for his friend.

- **4.8** Repeat the process for part 6. Encourage SS to use must have, might have, etc., when they speculate about what happened to Karl and Marcus.
  - 11 For nearly three weeks.
  - 12 He thought it was a bee, but in fact it was the engine of the boat Kevin was in.

CD2 Track 35

(audioscript in Student Book on page 126) By now, Yossi had been alone in the jungle for nearly three weeks. He hadn't eaten for days. He was starving, exhausted, and slowly losing his mind. It was evening. He lay down by the side of the river ready for another night alone in the jungle. Suddenly, he heard the sound of a bee buzzing in his ear. He thought a bee had gotten inside his mosquito net. When he opened his eyes, he saw that the buzzing noise wasn't a bee... It was a boat.

Yossi was too weak to shout, but Kevin had already seen him. It was a one-in-a-million chance, but Yossi was saved.

When Yossi had recovered, he and Kevin flew to the city of La Paz and went directly to the hotel where they had agreed to meet Marcus and Karl. But Marcus and Karl were not there. The two men had never arrived back in the town of Apolo. The Bolivian army conducted a search of the rainforest, but Marcus and Karl were never seen again.

- **d** Focus on the instructions. Then tell SS to go to page 125. Play the CD again the whole way through. SS listen and underline any words they didn't know or didn't recognize. Then get SS to compare with a partner, and elicit words or phrases that caused problems.
- e Do this as an open class question.
  - You might like to tell SS that Yossi Ghinsberg now works as a motivational speaker and talks about his experience. He has also devoted a lot of time and raised money to help protect the rainforest where he got lost. He now lives in the Australian rainforest. Kevin Gale works as a manager of a gym. The documentary made about their experience is based on Yossi's book Jungle and can be seen on the Discovery Channel as part of the series called I Shouldn't Be Alive.

# 6 4.9 SONG I will survive

• I will survive was originally recorded by Gloria Gaynor in 1978. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on page 234.

### 4.9

CD2 Track 36

### I will survive

At first I was afraid, I was petrified Kept thinking I could never live without you by my side. But then I spent so many nights Thinking how you did me wrong. And I grew strong, and I learned how to get along

So you're back from outer space I just walked in to find you here with that sad look upon your face. I should have changed that stupid lock I should have made you leave your key If I'd known for just one second You'd be back to bother me.

### Chorus

Go on now, go, walk out the door.

Just turn around now, 'cos you're not welcome anymore. Weren't you the one who tried to hurt me with good-bye? Did you think I'd crumble? Did you think I'd lay down and die?

Oh no, not I, I will survive.

For as long as I know how to love I know I'll feel alive I've got all my life to live and I've got all my love to give. And I'll survive, I will survive, hey, hey.

It took all the strength I had not to fall apart, Though I tried hard to mend the pieces of my broken heart. And I spent oh so many nights Just feeling sorry for myself I used to cry. But now I hold my head up high.

And you see me, somebody new I'm not that chained up little person still in love with you. And so you felt like dropping in And just expect me to be free Well now I'm saving all my loving for someone who's loving me.

### Chorus

# Extra photocopiable activities

### Grammar

unreal conditionals page 167

### Communicative

**Snakes and ladders** page 205 (instructions page 191)

*I will survive* page 234 (instructions page 229)

### HOMEWORK

Study Link Workbook pages 34–36



- **G** past modals; would rather, had better
- V verbs often confused
- P reduced form of have

# How I trained my husband

# **Lesson plan**

Your SS should have learned to use modals of deduction (must | might | can't + base form) and should (+ base form) for advice at the intermediate level. In this lesson, they learn how to use these same modals to make deductions about the past (e.g., He must have forgotten) and to make criticisms (e.g., You shouldn't have said that). The topic is arguments, a context in which these modals naturally occur. In the first part of the lesson, SS read how a woman used animal training techniques to "train" her husband out of some annoying habits. In the second part of the lesson, SS listen to a psychologist giving advice on how to argue successfully. The vocabulary focus is on verbs that are sometimes confused (e.g., argue and discuss) and the pronunciation focus is on the reduced form of have in past modals. Finally, there is a mini grammar focus on had better and would rather.

### **Optional lead-in** (books closed)

- Ask SS What do you think men and women often argue about? Write on the board:
  - in the car in the kitchen on vacation when they're shopping together
- Get SS to talk to a partner. Elicit some ideas.

# 1 GRAMMAR past modals

- Books open. Check what you know. This exercise provides a quick review of using modals of deduction in the present, which SS should already know how to do.
  - Focus on the photo and the questions. Stress that SS should use a modal verb to talk about each of the three possibilities. Encourage them to eliminate one (*It can't be ...*), and then from the two possibilities left (*It might be ...*) decide which one they think is the right answer (*It must be ...*). Make sure they give a reason to justify their final answer.
  - Elicit ideas for each one.

### Possible answers

- 1 It can't be 2:00 p.m. because they're having breakfast. It might be 8:00 a.m. or 6:00 a.m., but I think it must be 8:00 a.m. because that's when people usually go to work.
- 2 It can't be Sunday because people don't usually go to work then. It might be Friday or Saturday, but I think it must be Friday because he looks like a businessman, and they don't usually work on Saturdays.
- 3 It can't be soda because she's drinking it out of a mug. It might be coffee or tea. It must be coffee because the pot looks more like a coffee pot than a tea pot.
- 4 He can't be looking for his glasses because he's wearing them. I think he must be looking for his car keys because his briefcase is on the chair.
- Elicit / remind SS that an alternative to *might* is *may*, and that *can't* and *couldn't* both mean you think something is impossible in this context (deduction).

• If SS are having problems, go to the Workbook page 37. Go through the rules and do the exercise.

### **Extra support**

You could start by writing on the board:

- 1 a Passengers must show their ID at security.
  - b He must be the doctor. He's wearing a white coat.
- 2 a You can't park there.
  - b She can't be his wife. She's too young.
- 3 a When I was younger, I couldn't dance very well.
  - b Maria couldn't be at home. She has a history test today.
- 4 a I might see a movie tonight.
  - b He's not in class today. He might be sick.
- 5 a You should drink less coffee.
  - b I don't think people should drive SUVs.
- Put SS in pairs and ask them to decide what the modal verbs are being used for in each pair of sentences.
- · Check answers.
- 1 a *must* = obligation (You have to ...)
  - b *must* = deduction (I'm sure it's true)
- 2 a can't = permission (You're not allowed to ...)
  - b can't = deduction (I'm sure it's not true)
- 3 a couldn't = past ability (I wasn't able to)
  - b *couldn't* = deduction (I'm sure it's not true)
- 4 a *might* = possible intention (Maybe I'll go ...)
- b *might* = deduction (I think it's a possibility)
- 5 a *should* = advice (It would be a good idea) b *should* = opinion (I (don't) think it's right)
- **b** 4.10 Tell SS that they are now going to hear a conversation between the people in the picture in a to see if they made the correct deductions. Play the CD once. Check answers.
  - 1 b 8:00 a.m.
- **3 b** coffee
- 2 b Saturday
- 4 b his car keys

The man had lost his car keys.

### 4.10

CD2 Track 37

### Conversation 1

Man Have you seen my car keys? I can't find them. Woman No, I haven't.

- M I don't believe it! They disappeared.
- w When did you last see them?
- M When I came in last night. I'm sure I left them on the table in the hall, but they're not there now.
- W You may have left them in your jacket pocket. Have you looked?
- M I couldn't have put them there I wasn't wearing a jacket. You must have moved them.
- W I haven't touched them. What's the first thing you did when you came in last night?
- M I turned on the TV to watch the news.
- W Then they must be in the living room. Take a look. Have you found them?
- M Yes, they were on top of the TV. But I definitely didn't leave them there. Someone must have moved them. You're so lucky you don't have to work on Saturdays and can just sit there drinking coffee and reading the newspaper...

• 4.11 Focus on the instructions. Play the CD once. Put SS in pairs and get them to discuss what they heard. Play the recording again. Check answers, eliciting as much information as possible.

### Conversation 2

The man and woman are trying to find the way to a club, but they keep getting lost. The woman is driving, and she blames the man for giving her the wrong directions (saying "right" instead of "left"). The man thinks the woman should know the way since she has been to the club before.

### **Conservation 3**

The man cooked sweet and sour chicken following a recipe, and the woman says he used too much sugar. The man is offended and says that next time they will get takeout from the Chinese restaurant.

4.11

CD2 Track 38

### Conversation 2

Woman So... where are we now?

Man Well, I think we must be on Park Street. Look, what does that sign say?

w Uh... Merton Avenue.

M Oh, no! We must have taken a wrong turn again. We should have turned left at the last traffic light.

w Left? You said "right!"

M OK, I might have said "right." It's hard to read the map in the dark. Anyway, I thought you'd been to this club before and knew where you were going.

### **Conversation 3**

- M So, what do you think?
- w Mmm. Pretty good.
- M Only pretty good?
- W It's a little bit, uh... sweet.
- M Sweet? It's supposed to be sweet. It's sweet and sour chicken.
- W Yes, but I think you should have used less sugar.
- M I used exactly what the recipe said.
- W Well, you couldn't have read it correctly. It's definitely too sweet.
- M OK. Next time we'll get takeout from the Chinese restaurant.
- W Oh... don't be so sensitive. I'm just offering constructive criticism.
- **d** New grammar. Focus on the instructions. Point out that in addition to *must*, *may* / *might*, and *couldn't* + *have*, SS can also use *should have*. Give SS a few moments to read the sentences and guess which expression goes where. Play 4.10 and 4.11 again, pausing after each conversation for SS to complete the sentences. Check answers.

Conversation 1	<b>Conversation 2</b>	Conversation 3
1 may have	4 must have	7 should have
2 couldn't have	5 should have	8 couldn't have
3 must have	6 might have	

• Focus on the task and give SS time to do it in pairs. Check answers, and elicit that A = must have, B = might (or may) have, C = couldn't have, and D = should have.

Conversation 1	Conversation 2	Conversation 3
1 B	4 A	<b>7</b> D
2 C	5 D	8 C
3 A	6 B	

f • Tell SS to go to **Grammar Bank 4B** on page 138. Go through the examples and rules with SS.

### **Grammar notes**

- must / might / may / couldn't + have + past participle
  SS have previously seen these modal verbs to make
  deductions about the present, e.g., John must be sick.
  She might be Mexican. Here they learn to use the same
  modals to make deductions about the past.
- rule 2: Remind SS that *may* and *might* in these sentences are interchangeable (although *might have* must be used in reported speech). Explain that *can't have...* (but NOT *can have...*) can also be used.
- *should* + *have* + past participle

  SS have previously seen *should* + base form to express opinion and advice (e.g., *You should drink less coffee*). Here they learn to use *should have* + past participle to criticize or admit blame for a past action.
- Focus on the exercises for **4B** on page 139 and get SS to do them individually or in pairs. Check answers.
- a 1 Ben must have gotten my e-mail.
  - 2 She might have had an argument with her boyfriend.
  - 3 Sam and Ginny couldn't have gotten lost.
  - 4 You couldn't have seen Ellie.
  - 5 John might not have heard you.
  - 6 Lucy must have bought a new car.
  - 7 Alex couldn't have been very sick.
  - 8 They might not have received the invitation.
- b 1 should have learned
  - 2 should have written
  - 3 shouldn't have gone
  - 4 shouldn't have invited
  - 5 shouldn't have bought
  - 6 should have gone
- Tell SS to go back to the main lesson on page 56.

### **2 PRONUNCIATION** reduced form of *have*

### **Pronunciation notes**

- When have is an auxiliary verb, not a main verb, it usually has a weak or reduced pronunciation, e.g., I might have /əv/ lost it. SS may mishear this as the reduced form of of.
- The dictation below will help SS recognize the reduced form of *have*.
- To encourage SS to use the reduced form of *have*, tell them the most important thing is for SS to stress the modal and the participle strongly and not to stress *have* at all.
- 4.12 Focus on the instructions and the extracts from the dialogues. Play the CD, pausing after each sentence for SS to underline the stressed words. Make sure SS understand that the modal verbs and the main verbs are stressed but that *have* is not stressed and is pronounced /əv/.

See audioscript



CD2 Track 39

- 1 You may have <u>left</u> them in your <u>jacket pocket</u>.
- 2 I <u>couldn't</u> have <u>put</u> them <u>there</u> I wasn't <u>wearing</u> a <u>jacket</u>.
- 3 Someone must have moved them.
- 4 We must have taken a wrong turn again.
- 5 We should have turned left at the last traffic light.
- 6 OK, I might have said "right."
- 7 Yes, but I think you should have used less sugar.
- 8 You couldn't have read it correctly.
- **b** 4.13 Focus on the task. Then play the CD once the whole way through for SS to listen. Then play it again, pausing after each sentence for SS to write. Then play it again the whole way through for SS to check.

### 4.13

CD2 Track 40

- 1 You shouldn't have told her.
- 2 He might have gotten lost.
- 3 She couldn't have forgotten!
- 4 You must have felt terrible.
- 5 He may have made a mistake.
- 6 You should have known the answer.
- Check answers by eliciting them and writing them on the board.
- Focus on the task. Point out that in 1–4 they are given the modal verb, but in 5–9 they have to choose an appropriate one. Give SS a few minutes to complete B's responses. Elicit ideas from different pairs, accept responses that are grammatically correct and make sense in the context.

### Possible answers

- 2 You couldn't have looked everywhere.
- 3 He may have gotten lost.
- 4 You shouldn't have eaten so much.
- 5 You must have made a mistake. / The meeting couldn't have been today.
- **6** You couldn't have studied very hard. / You should have studied more.
- 7 You must have said something she didn't like. / She might have seen someone she wanted to avoid.
- 8 She might have been sick. / She should have come it was fantastic.
- 9 We should have left earlier. / We shouldn't have driven.
- Then get SS to read their dialogues in pairs and practice stressing the right words. Finally, check pronunciation by getting a different pair to read each dialogue.

### **3 READING**

- **a** Focus on the title of the article and the photos. Then ask the whole class the question and elicit some ideas, but don't tell them if they are right or not.
- **b** Tell SS that you are going to read the text together. (For copyright reasons this text is unsimplified, so there is a higher proportion of new words compared to other texts in the book.)
  - Focus on the glossary, and give SS time to read the definitions. Check that they understand all the words.
  - Focus on the first paragraph and either give SS time to read it themselves or read it aloud with your SS. Encourage SS to guess the meaning of other new words or phrases from the context, but if any words are causing problems, e.g., stomp (= walk around angrily)

- or *full-blown* (= fully developed), elicit, explain, or demonstrate the meaning.
- Give SS a moment to answer the questions in pairs and then elicit answers.

### **Extra support**

You could get SS to re-read the paragraph first.

- 1 She used to stop what she was doing and help him. Now she doesn't pay any attention to him.
- Repeat the process with paragraph 2. Words that may need explaining: *species* (= a category of animal or plant that all have the same characteristics) and *flip* (= turn over with a sudden, quick movement).
  - 2 Because she was writing a book about exotic animal trainers, she spent a lot of time watching them training animals. It occurred to her that she could use the same techniques to "train" her husband. The principle is that you reward good behavior and ignore bad behavior.
- Repeat the process with paragraph 3. Words that may need explaining: *toss* (= to throw lightly) and *a hop* (= a jump).
  - 3 Teaching someone new behavior by rewarding each small step they take. She began to praise him every time he did something she wanted him to do, like putting dirty clothes in the hamper, etc.
- Repeat the process with paragraph 4. Words that may need explaining: *crested* (= with a group of feathers standing on their heads) and *hover* (= stay near someone or something).
  - 4 He wanted to stop the birds from landing on his head and shoulders. He trained them to land somewhere else (on mats). She stopped him from getting in her way in the kitchen when she was cooking by giving him a job to do, e.g., grating cheese, at the other end of the kitchen island.
- Repeat the process with paragraph 5. Phrases that may need explaining: *for a few beats* (= for a short time) and *die away* (= disappear little by little).
  - 5 She learned a technique called L. R. S., which means not responding at all when someone does something wrong. The idea is that if you don't respond to it, the bad behavior will disappear. When her husband was looking for his keys, she just said nothing and continued with what she was doing.
- Repeat the process with paragraph 6. Phrases that may need explaining: *launched into* (= started energetically) and *couldn't resist* (= couldn't stop yourself from doing something).
  - 6 They start to use the same technique on their trainer. He used the L. R. S. technique he ignored her when she was complaining about her braces.
- **c** Do these as open class questions and elicit opinions.

### **Extra support**

At this point you could go through the article with the class, going over useful expressions and eliciting / explaining the meaning of new words and phrases.

### **4 LISTENING**

- 4.14 Focus on the question and elicit responses from the class (a discussion = people having a conversation about a particular topic, an argument = people talking, often angrily, because they disagree about something).
  - Focus on the task and give SS a few moments to read the ten sentences. Play the CD once. Check answers.

### 1 / 3 / 5 / 6 / 7 / 9 /

### 4.14

CD2 Track 41

(audioscript in Student Book on page 126) In life we sometimes have disagreements with other people. It could be with your spouse, with your boss, with your parents, or with a friend. When this happens, the important thing is to try not to let a calm discussion turn into a heated argument. But of course this is easier said than done.

The first thing I would say is that the way you begin the conversation is very important.Imagine you are a student and you share an apartment with another student who you think isn't doing their share of the housework. If you say, "Look, you never do your share of the housework. What are we going to do about it?," the discussion will very soon turn into an argument. It's much more constructive to say something like, "I think we'd better take another look at how we divide up the housework. Maybe there's a better way of doing it."

My second piece of advice is simple. If you're the person who is in the wrong, just admit it! This is the easiest and best way to avoid an argument. Just apologize to your roommate, your parents, or your spouse, and move on. The other person will have much more respect for you in the future if you do that. The next tip is, don't exaggerate. Try not to say things like "You always come home late when my mother comes to dinner" when that might have only happened twice, or "You never remember to buy toothpaste." This will just make the other person think you're being unreasonable and will probably make him or her stop listening to what you are saying.

Sometimes we just can't avoid a discussion turning into an argument. But if you do start arguing with someone, it is important to keep things under control, and there are ways to do this.

The most important thing is not to raise your voice. Raising your voice will just make the other person lose their temper, too. If you find yourself raising your voice, stop for a moment and take a deep breath. Say "I'm sorry I shouted, but this is very important to me," and continue calmly. If you can talk calmly and quietly, you'll find the other person will be more willing to think about what you are saying.

It is also very important to stick to the point. Try to keep to the topic you are talking about. Don't bring up old arguments or try to bring in other issues. Just concentrate on solving the one problem you are having, and leave the other things for another time. So, for example, if you're arguing about the housework, don't start talking about cell phone bills, too. And my final tip is that, if necessary, call "Time out," like in sports. If you think that an argument is getting

out of control, then you can say to the other person, "Listen, I'd rather talk about this tomorrow after we've both calmed down." You can continue the discussion the next day when perhaps both of you are feeling less tense and angry. That way there is much more chance that you will be able to reach an agreement. You'll also probably find that the problem is much easier to solve after you've both had a good night's sleep.

Well, these are my tips. But I want to say one last important thing. Some people think that arguing is always bad. This is not true. Conflict is a normal part of life, and dealing with conflict is an important part of any relationship, whether it's three people sharing an apartment, a married couple, or just two good friends. If you don't learn to argue appropriately, then when a real problem comes along, you won't be ready to face it together. Think of the smaller arguments as training sessions. Learn how to argue cleanly and fairly. It will help your relationship become stronger and last longer.

- **b** Get SS to focus on the six sentences they have selected in **a**. Play the CD again. Pause after each tip is mentioned, and then give SS a minute or two to discuss <u>briefly</u> with a partner what else the psychologist said. Then try to elicit all the extra information from SS.
  - Repeat for the next five tips. Finally, play the last part (from "But I want to say one last important thing ...")

    Pause at this point and ask SS if they can remember what the last important thing was. Elicit ideas and then play the CD to the end. Elicit the reasons why the psychologist says that arguing can be a good thing.
- **c** Either get SS to discuss this in pairs, or elicit opinions from the whole class.
- **d** Now focus on some extracts from the listening. Give SS a few moments in pairs to read the sentences and try to guess / remember any of the missing phrases or at least some of the words. Tell them to write their suggestions in pencil at the end of each sentence.
- **e 4.15** Play the CD, pausing after each sentence to give SS time to write the missing words. Finally, check answers, making sure SS understand what the phrases mean.
  - 1 than done
  - 2 in the
  - 3 keep ... under
  - 4 lose
  - 5 take
  - 6 stick
  - 7 reach
  - 8 Dealing with

### 4.15

CD2 Track 42

- 1 But of course this is easier said than done.
- 2 If you're the person who is in the wrong, just admit it!
- 3 It is important to keep things under control.
- 4 Raising your voice will just make the other person lose their temper, too.
- 5 Stop for a moment and take a deep breath.
- 6 It is also very important to stick to the point.
- 7 There is much more chance that you will be able to reach an agreement.
- **8** Dealing with conflict is an important part of any relationship.



### Extra support

If there's time, you could get SS to listen again with the audioscript on page 126 so that they can see exactly what they understood / didn't understand. Explain / translate any words or phrases that SS aren't sure about.

### 5 SPEAKING

- Put SS in pairs, A and B. Tell them to go to Communication Argument!, A on page 117, B on page 120.
   Explain that they are going to "act out" two arguments, and that they have to read their roles carefully before they start.
  - Get them to read their role in role play 1. Then tell the **B**s to start. Monitor to see if SS are doing any of the things the psychologist said they shouldn't.
  - Stop the role play when you think it has continued long enough. Then tell SS to read their roles for role play 2, and then tell **As** to start. Monitor as before.
  - A If you have a young class that might not enjoy or be able to do the husband / wife role play successfully, just get them to do role play 2.
  - Tell SS to go back to the main lesson on page 58.
- **b** Do this as an open class question. Tell SS about any things you noticed they were doing that, according to the psychologist, they shouldn't have done.

### 6 VOCABULARY verbs often confused

- **a** Focus on the task. Give SS a few minutes to individually circle the correct verb.
- **b** Get SS to compare answers with a partner, explaining what the difference is. Check answers.
  - 1 a realized, b notices realize = to understand or become aware of a particular fact or situation; notice = to see, hear, or become aware of something, e.g., After a week at my new job, I realized I had made a mistake in accepting it; I noticed that she had changed her hairstyle.
  - 2 a rising, b raise rise = to go up (can't have an object); raise = to make something go up (needs an object), e.g., the sun rises; a company raises salaries.
  - 3 a discuss, **b** argue discuss = have a conversation about something; argue = talk, often angrily, to someone because you disagree about something
  - 4 a prevent, b avoid prevent = stop something from happening; avoid = stop yourself from being in a situation, e.g., Jane's parents prevented her from seeing David; John avoids seeing his ex-girlfriend.
  - 5 a remember, b Remind remember = to bring to mind or think about again; remind = make someone remember, e.g., This song reminds me of last summer.
  - 6 a hope, b expecting hope = want something to happen; expect = think something is going to happen, e.g., I hope it doesn't rain tomorrow. We're having a barbecue; I expect her to be late. She always is.
  - 7 a mind, b matter not mind = not be concerned about (so always needs a person as subject); matter = be important, often used with it, e.g., Does your teacher mind if you don't go to all the classes? Does it matter if you don't go to all the classes?

- 8 a stole, b robbing steal = take something that is not yours. The object of steal must be a thing; rob = to take something that is not yours from a person or place. The object must be a person or a place, not a thing, e.g., He stole money from the bank; He robbed the bank.
- 9 a heard, b listened to hear = receive sounds with your ears; listen to = pay special attention to hear something, e.g., I heard what you were saying. I was outside the door; You never listen to what I tell you.
- 10 a looks, b seemed look = give an impression from what you can see; seem = give a general impression, e.g., Mario looks sick. He's very pale; Maria seems unhappy, but I don't know why.
- Focus on the task and give SS a few minutes, in pairs or individually, to fill in the blanks. Remind SS that they may need to change the form of the verb. Check answers.

1 notice	5 remembering	9	listening
2 raise	6 expecting	10	look
3 argue 4 avoid	7 matters 8 stolen		

- Now get SS to ask each other the questions. Encourage them to ask for more information where appropriate.
- Get responses from different pairs.

### MINI GRAMMAR would rather, had better

- Focus on the examples and questions. Elicit answers.
   We'd better = should ('d = had)
   I'd rather = would prefer to ('d = would)
- **b** Go through the rules with SS. Explain that we almost always contract *had* and *would* after pronouns. Explain that *had better* is often used as a warning, i.e., it implies that if you don't do something, there will be a negative consequence, e.g., *You'd better not tell Mom you failed your exam* (= Mom will be angry at you).
- **c** Give SS a few minutes to do the exercise. Check answers.
  - 1 ... I'd better go now ...
  - 2 I'd rather go out ...
  - 3 You'd better not walk home ...
  - 4 ... she'd rather meet ...
  - 5 ... had better be careful ...
  - 6 Would you rather not go to the party ...?
  - 7 You'd better not leave your bag there ...
  - 8 My wife would rather not fly ...
  - If you think your class needs more practice, use the extra photocopiable exercises on page 184.

# **Extra photocopiable activities**

### Grammar

past modals page 168

### Communicative

**Communication breakdown!** page 206 (instructions page 191)

### **HOMEWORK**

Study Link Workbook pages 37–39



G verbs of the sensesV the bodyP silent letters

# Let your body do the talking

# **Lesson plan**

The general topic of this lesson is body language. The grammar focus is on verbs of the senses and how they are used grammatically, e.g., *He looks tired*, *He looks like his father*, *He looks as if he has seen a ghost*. SS extend their vocabulary related to the body, learning, in addition to new body parts, verbs and idioms connected to the body (e.g., *learn by heart, put your foot in your mouth*). The first part of the lesson is based on a book of photography where a photographer asked actors to imagine they were a person in a particular situation and then took their photo. In the second half of the lesson, SS read an article about body language and how certain postures and movements can betray our emotions. The pronunciation focus is on silent letters.

### **Optional lead-in** (books closed)

- For a fun lead-in to the lesson, ask for some volunteers to mime a particular feeling to the class.
- Either whisper to each person which feeling they have to mime or write it on a piece of paper. Choose from the following:

exhausted shocked disappointed offended furious terrified delighted fed up confused

- Tell the rest of the class that the SS are going to mime some feelings. All the adjectives are in Vocabulary Bank Feelings on page 151.
- The volunteers take turns miming and the rest of the class has to try to guess the feelings.

### 1 **GRAMMAR** verbs of the senses

- Books open. Focus on the photo and three sentence stems. Get SS to choose what they think is the best continuation for each sentence. Elicit ideas and get SS to say why. Don't tell them if they are right.
- **b** Get SS to read the introduction to the book *In Character: Actors acting.* Elicit answers to the questions from the class.
  - 1 The man is the actor Christopher Lloyd.
  - 2 He is pretending to be a violin teacher listening to a student massacre a Mozart piece, i.e., playing it very badly.
  - Then ask SS how many of them chose 1b, 2a, and 3c in exercise a. If most of them did, then the actor was clearly playing his role well!
  - Finally, ask SS what kind of words / phrases come after *look* (adjectives), *look like* (nouns), and *look as if* (subject and verb).
- **c** Tell SS to go to **Grammar Bank 4C** on page 138. Go through the examples and rules with SS.

### **Grammar notes**

- *look / feel / smell / sound / taste*SS have previously studied *look* + adjective and *look like* + noun. Here SS learn the other verbs of the senses and also the construction *as if* (e.g., *He looks as if he needs a*
- rule 3: The use of *like* instead of *as if* (e.g., *He looks like he needs a vacation*) is fairly informal. In written English, *as if* or *as though* are usually preferred. You may want to point out that *smell* and *taste* are also used with *of* when we think something really is what it smells / tastes of, e.g., *Open the window it smells of gas in here. The strawberry ice cream really tastes of strawberries.* When we use these verbs with *like*, we are saying that something smells or tastes <u>similar</u> to
- Focus on the exercises for **4C** on page 139 and get SS to do them individually or in pairs. Check answers after each exercise.

something else, e.g., This meat tastes like chicken.

a 1 look as if	b 2	2	G
2 smells	3	}	A
3 sounds like	4	ļ	В
4 taste like	. 5	;	K
5 sound as if	6	,	J
6 feels	7	7	C
7 look	8	3	Ε
8 feels like	g	)	D
9 tastes	10	)	I
10 smells as if	11		Η

- Tell SS to go back to the main lesson on page 60.
- **d** Tell SS to cover **e** with a piece of paper and just look at the photos. The two actors are acting a different role in each photo. SS should try to make three sentences, one with each *look* structure, for each photo. Elicit ideas and make sure SS are using the structures correctly.
- Now get SS to uncover e and read the instructions the actors were given. In pairs, they match them to the photos. Check answers.

- f 4.16 Focus on the instructions. Tell SS they are going to hear some sounds that they have to identify. You could do this as a whole class activity and get SS to call out answers as you play each recording, or you could get pairs to silently write down their answers and then check answers at the end.
  - Point out that SS may feel they are missing some of the vocabulary they need to describe the sounds accurately (saw, drill, etc.). Encourage them to think laterally and use the words that they know to describe what they think is happening, e.g., It sounds as if someone is cutting down a tree. It sounds like a dentist, etc.



CD3 Track 2

[sound effects]

- 1 soccer crowd shouting after a near miss
- 2 hair being cut
- plane taking off 3
- 4 a cat howling
- 5 someone sawing
- 6 a school bell ringing
- 7 people screaming on a roller coaster
- 8 dentist's drill
- **9** *cell phone vibrating on a table*
- 10 gentle waves lapping against the beach
- **g** Focus on the instructions and give SS a moment to put the adjectives in pairs. Check answers, encouraging SS to use the phonetic transcriptions to get the right pronunciation for rough and smooth. For each pair, ask SS if they usually describe how something feels or how something tastes / smells.

hard - soft how something feels (e.g., a table - a pillow)

loose - tight how something feels (e.g., pajamas cycling shorts)

rough - smooth how something feels (e.g., the skin on your elbow / heel - glass)

sour / bitter - sweet how something tastes / smells (e.g., lemon / dark chocolate - sugar)

strong – weak how something tastes (e.g., tea)

### Extra idea

Ask SS for an example for each adjective.

- **h** Focus on the instructions. Demonstrate by describing one of the objects yourself, e.g., It smells disgusting and sometimes it makes the whole room smell for days (a full ashtray). Point out that they need to make a sentence with *smells / tastes / feels* and then give another clue.
  - SS then continue in pairs. Finally, quickly elicit a sentence for each object.

### Possible answers

It feels smooth and silky.

They smell wonderful.

It tastes burnt. It smells very strong.

It smells disgusting.

It feels smooth and cold.

It feels soft and cold.

It tastes sour.

He / She smells nice and clean / feels soft and smooth.

It feels rough.

It tastes bitter.

It feels rough.

It tastes hot / spicy.

They feel tight.

### 2 LISTENING

**a** • 4.17 Focus on the instructions. To help set the scene, you could pre-teach a blindfold (= something that is put over someone's eyes so they cannot see). Play the CD once, pausing after the "mystery drink" for SS to write down what they think it is. Then repeat the process for the food, object, and sound.

### 4.17

CD3 Track 3

(audioscript in Student Book on page 126)

P = Presenter, J = Joanna, S = Steve

- P And welcome to tonight's edition of *Use Your Senses*. First, let's meet Joanna and Steve from Chicago.
- J&S Hi. / Hello.
- P Now, the blindfold is on you can't see anything, can
- S & J No, nothing. / No, nothing, no.
- P OK, so first the mystery drink. Remember, you can smell it, but you can't taste it... Starting... now!
- It doesn't really smell like anything.
- It smells fruity to me, not very strong, but definitely fruity.
- Yeah, it smells a little like orange juice but sweeter.
- It could be [beep].
- OK, so now the food. This you can taste, but you can't see, of course... Ready?... Now!
- Well, it's meat, right? It tastes a little bit like chicken, but I don't think it is chicken.
- I don't think I've had it before the texture isn't exactly like chicken - it tastes fairly light; I don't think it's duck...
- You've got ten more seconds...
- It must be [beep].
- S OK.
- Now the object. P
- It feels like a coin.
- Can I feel it? Yes, it definitely feels metallic, but it's completely smooth - it doesn't seem to have any markings - oh, it has two tiny little holes in the middle. I know, it's a [beep].
- Yeah, yeah, that's it.
- So now we're going to take off the blindfolds there we are.
- J&S Thanks. Oh, boy. That's a lot better.
- P And now to the sound effect. I'm going to play you a sound, and you have to decide what it is you're hearing. Remember, you can hear it only twice. Ready? Now...
- s Oh, it sounds like thunder to me.
- Well, maybe, but it sounds very distant. Could it be a
- s No, I think it's something natural, you know, not a machine. Can we hear it again, please?
- P Of course.
- S Yes, I think it's [beep]. What do you think?
- Could be. I'll go with that.
- OK. Time's up. So now, the moment of truth. Did Steve and Joanna get it right? Remember, you need all the answers right to win today's prize. Our assistant Vanessa will give us the answers. A round of applause for Vanessa.



**b** • Focus on the task. Now play the CD again, pausing after pairs of sentences for SS to write. Check answers.

Mystery drink

It smells fruity.

It smells a little like orange juice.

Mystery food

It tastes a little bit like chicken.

It tastes fairly light.

Mystery object

It feels like a coin.

It definitely feels metallic.

Mystery sound

It sounds like **thunder**.

It sounds very distant.

- **c** Now get SS to compare their answers to **a** with a partner. Tell them to check that the phrases in **b** work for the things they have chosen.
  - Elicit their ideas and write them on the board, but don't tell them who is correct.
- **d** 4.18 Finally, play the end of the competition. Pause after each thing to see how many SS guessed correctly.

4.18 CD3 Track 4

Well, we'll start with the sound effect. Steve and Joanna said they thought it was horses galloping... and that was right! Our mystery object today – well, Steve and Joanna said... a button... and that was the right answer, so congratulations again! The mystery drink. What did they think it was?... Yes, it was pineapple juice. And finally the mystery food. Steve and Joanna said turkey. So, was it turkey? No, it was... rabbit. So I'm afraid it's good-bye to Steve and Joanna. Give them a big round of applause.

### Extra support

If there's time, you could get SS to listen to the recording again with the audioscript on page 126 so that they can see exactly what they understood / didn't understand. Explain / translate any words or phrases that SS aren't sure about.

## 3 VOCABULARY the body

**a** • Focus on the photo and the words in the list. Put SS in pairs and get them to label the picture. Check answers and drill pronunciation.

### **Extra support**

Before you start the exercise, you could review the basic vocabulary of the face. Quickly sketch a face on the board with eyes, nose, ears, head, hair, and mouth, and make sure SS can remember and pronounce these words.

									e							
			a													
			VC						W							
	C								c							
	li															
									n							

**b** • Tell SS to go to **Vocabulary Bank** *The body* on page 152. Focus on section **1 Parts of the body and organs** and give SS time to match the words and pictures individually or in pairs. Check answers and drill pronunciation where necessary.

1 brain	9	lungs
2 heart	10	kidneys
3 liver	11	wrist
4 nails	12	palm
5 chest	13	elbow
6 waist	14	calf
7 hip	15	ankle
8 thigh	16	heel

• Now focus on section **2 Verbs and verb phrases a** and give SS time do the exercise. Check answers, and get SS to mime the actions to show that they understand.

	8 head 9 head 10 eyebrows
5 hair	11 hands
6 arms	12 shoulders
7 hand	

• Now focus on **b**. Explain that these verbs are not used with a part of the body as in **a** but describe the movement of a part of the body, e.g., wink (demonstrate it). If necessary, review other previously taught body parts not mentioned on page 152, e.g., mouth, finger, knee. Then get SS in pairs to do the exercise. Check answers and again get SS to mime the action.

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		n									r								
		e																	

- Focus on the **Idioms** section. Tell SS that there are many English idioms that include a part of the body. Again, get them to do this exercise in pairs. Check answers and then ask SS to guess the meaning of the phrases from the context.
  - 1 give me a hand = help
  - 2 put your foot in your mouth = said or did something stupid that upset, offended, or embarrassed
  - 3 pulling my leg = joking
  - 4 on the tip of my tongue = I can almost remember it but not quite
  - 5 get cold **feet** = become worried about something and think you might change your mind
  - 6 have butterflies in my **stomach** = feel nervous, usually before an important event, e.g., an exam, giving a speech in public
  - 7 broke his heart = made him feel very unhappy
  - 8 I can't get ... out of my head = can't stop thinking about it
  - 9 learn ... by heart = memorize
- 10 get it off my chest = talk about something that has been worrying you so that you feel less anxious
- Finally, focus on the instruction "Can you remember the words on this page? Test yourself or a partner."

### Testing yourself

For 1 Parts of the body and organs SS can cover the words, look at the pictures, and try to remember the words. For 2 Verbs and verb phrases they can cover the parts of the body and try to remember them. With 3 Idioms they can cover the column on the right and remember the missing parts of the body.



### Testing a partner

See **Testing a partner** page 18.

**Study Link** SS can find more practice of these words and phrases on the MultiROM and on the *American English File 4* Website.

- Tell SS to go back to the main lesson on page 62.
- **c** SS now recycle the words they have just learned to help fix them in their memory. Get them to do the quiz in pairs and set a time limit. Check answers.
  - A 1 wrist
- 4 cheeks
- 2 waist, hips
- 5 lungs
- 3 ankle
- 6 chest
- **B** 1 I have butterflies in my stomach.
  - 2 It's on the tip of my tongue.
  - 3 I can't get it out of my head.
  - 4 You're pulling my leg.
  - 5 I've learned it by heart.
  - 6 I put my foot in my mouth.
- **d** 4.19 Tell SS they are going to hear instructions and they have to do or mime the action. Demonstrate by saying *Shake hands with the person next to you* and check that SS are all doing the right thing.
  - Play the CD, pausing after each imperative and checking that SS are doing it correctly.

### Extra idea

You could repeat the activity by reading out the instructions yourself in a different order.

### 4.19

CD3 Track 5

Shake your head.

Fold your arms.

Raise your eyebrows.

Scratch your head.

Clap your hands.

Comb your hair.

Bite your nails.

Shake hands with the person next to you.

Nod your head.

Touch your chin.

Snap your fingers.

Wink.

Stare at the person next to you.

Point to the board.

Stretch your arms.

Shrug your shoulders.

Wave good-bye.

### 4 PRONUNCIATION silent letters

### **Pronunciation notes**

SS will be familiar by now with the concept of silent consonants, i.e., consonants that are not pronounced (e.g., the silent **b** in *thumb*). Encourage SS to use their instinct (from their knowledge of similar-looking words) to detect silent consonants in new vocabulary. Emphasize that when they check the pronunciation of a new word in a dictionary, the phonetic transcription will help them see when a letter (or syllable) is not pronounced. They should cross out these letters when they jot down a new word. You may want to give your SS more examples:

silent t (after s): listen, whistle, etc.

silent *k* (**before** *n*): *know*, *knowledge*, *knife*, etc.

silent w (before r): write, wrong, wrap, etc.

silent **w** (**before h**): who, whose (wh is usually pronounced /w/, e.g., when)

silent b (after m): lamb, bomb, etc.

silent g (after i and before n, when i = |aI|): resign, design  $\triangle$  But the g is not silent in, e.g., signature, resignation

silent *h*: *hour*, *exhausted*, etc. (This is <u>very</u> unusual. /h/ is normally pronounced.)

silent 1: calm, could, would, etc.

silent **p** (before s): psychic, psychoanalysis, etc.

- Focus on the task. Remind SS that it is helpful to say the words aloud.
- **b** 4.20 Play the CD and check answers.

ca[1]f [w]rist pa[1]ms [w]rinkles com[b] [k]neel thum[b]

4.20		CD3 Track 6
calf	comb	
wrist	kneel	
palms wrinkles	thumb	

- **c** Focus on the task and give SS time to do it in pairs. You could do the first two with the class.
- **d** 4.21 Play the CD and check answers.

as[th]ma cas[t]le dou[b]t ha[l]f [h]onest i[s]land [k]nock [p]sychologist recei[p]t si[g]n [w]hole wou[l]d

4.21		CD3 Track 7
asthma	honest	receipt
castle	island	sign
doubt	knock	whole
half	psychologist	would

- **e** 4.22 Tell SS to close their books. Play the CD once the whole way through. Then play it again, pausing after each sentence to give SS time to write.
  - Check answers by writing them on the board.



### CD3 Track 8

- 1 I doubt if you'll have wrinkles before you're 40.
- 2 The psychologist told me to sign my name.
- 3 He broke his wrist and thumb.
- 4 I honestly believe the whole thing is wrong.
- 5 Would you like a receipt?
- 6 Let's climb to the castle on the island.

### Extra idea

Get SS to practice saying the sentences in pairs.

### **5 READING**

- **a** Get SS to look at the title *Let your body do the talking* and ask them what they think it means. Elicit / explain the term *body language* and elicit that body language is the way we use our bodies, not just our voices, to communicate things to other people, e.g., we raise our eyebrows to show we are surprised.
- **b** Focus on the drawings. Put SS in pairs and give them time to match the drawings to the feelings. Don't check answers yet.
- Read the introduction with SS. Explain / elicit the meaning of convey (= to make ideas, feelings, etc. known) and deliberate (= done on purpose). Make sure that SS know how to pronounce gesture /'dʒestʃər/. Now focus on the article and get SS to read it fairly quickly to check their answers. Check answers as a class.

### A 8 B 7 C 6 D 3 E 4 F 2 G 1 H 5

**d** • Now tell SS to focus on the highlighted words and phrases and try to guess what they mean. Check answers by getting SS to either demonstrate or point to the part of the body.

**fidgeting** = keep moving, e.g., your hands and feet, because you are nervous or bored

**tapping** = hitting someone / something quickly and lightly

clasped = hold something tightly in your hand index finger = the finger next to your thumb strokes = moves hand gently over a surface, usually several times

ear lobes = the soft parts at the bottom of your ears lock = a few hairs that hang or lie together on your head

tuck their hair behind their ears = to push their hair so that it is held in place behind their ears rubbing (your eyes) = moving your hand back and forth over something while pressing firmly

- Focus on the instructions. Then get SS to re-read paragraph 1. When they have finished, get them to demonstrate the gestures. Elicit / explain the meaning of any words or phrases that are causing problems.
  - Repeat for the rest of the paragraphs.
  - Now ask the class which of the gestures they use a lot, and tell them (or ask them) about any you use.

### 6 SPEAKING

- **a** Go through the **GET IT RIGHT** box, and make sure that SS understand *in the background* and *in the foreground* when talking about a painting or photo.
  - Focus on the painting and the body language of the woman. Put SS in pairs and get them to discuss where she is, how she is feeling, etc.
  - Get responses from different pairs and see if the class agrees.
- **b** Put SS in pairs, **A** and **B**, and tell them to go to Communication *Two paintings*, **A** on page 118, **B** on page 120.
  - Go through the instructions. Monitor and encourage SS to use *It looks as if* ..., *they look as if* ..., etc.
  - Get feedback to find out who did / didn't create an image that their partner could recognize.
  - Finally, tell SS to go to **Phrasal verbs in context** *File 4* on page 157 and complete the phrasal verbs that have come up in this File. (Answers on page 153)

# Extra photocopiable activities

### Grammar

verbs of the senses page 169

### **Communicative**

What is it? page 207 (instructions page 192)

### Vocabulary

Split crossword page 224 (instructions page 219)

### HOMEWORK

Study Link Workbook pages 40–42

# Colloquial English STAGE AND SCREEN

# Lesson plan

In the first part of this lesson, the person interviewed is the Canadian actor Trevor White, who has appeared on stage, in movies, and on TV. You can find the information about him at www.imdb.com/name/nm0925544/. In the second part of the lesson, people on the street are asked if they have ever acted and how they felt.

**Study Link** These lessons are on the *American English File* 4 Video, which can be used instead of the Class Audio CD for these lessons (see Introduction on page 9). SS can get more practice on the MultiROM, which contains more of the short street interviews with a listening task and audioscripts.

### Optional lead-in (books closed)

 Write on the board: Advantages and disadvantages of being an actor. Put SS in pairs to brainstorm ideas or elicit ideas from the class. Write SS' ideas on the board.

### THE INTERVIEW

**a** • Books open. Focus on the photos and ask SS what they can see.

A man (Trevor White); some people acting.

- Now focus on the task and on the glossary. Go through it with the class, eliciting how to pronounce the words and phrases.
- **b** 4.23 Focus on the task. Put SS in pairs and give them time to read the questions. Encourage SS not to write anything down when they listen the first time. They should listen and try to get the gist of what the speakers are saying, and then discuss the questions with their partner.
  - Play the CD once (part 1). Give SS time to discuss the questions and tell each other what they understood.
     Then play the CD once or twice more. This time SS might want to jot down things they heard to help them remember the answers to the questions. Check answers.
    - 1 Theater, film work, radio work, commercials, voice-over work.
    - 2 He always enjoyed acting as a child, but didn't think he could do it as a career. He studied economics at university but didn't enjoy it. Then he took acting classes and started to work as an actor.
    - 3 Learning the lines.
    - 4 He records other people's lines into a Dictaphone, then plays it back, pauses, and says his lines.
    - 5 Lines that are badly written.

**4.23** CD3 Track 9

(audioscript in Student Book on page 126)

### I = Interviewer, T = Trevor White

- I Trevor White is a Canadian actor. Can you tell us a little bit about the kind of acting you do?
- T Uh... There isn't much I don't do, I guess, as far as acting goes. There's theater, obviously, film work, television work, sometimes commercials and even voice-over work, which is for radio or for television or even sometimes animated shows where you lend your voice to those as well. So, I've rarely said "no" to an acting job.
- I Did you always want to be an actor?
- T Well, it's something that I always loved to do, act, as a kid in high school, in school plays, and in my spare time, just playing around with friends. You know, acting and improvising and that kind of thing. But I don't think I ever believed that I could... or ever took it seriously to act as a profession or for the rest of my life. So I went into university and took economics as a more practical thing to do, but I didn't really enjoy it, I guess, and ultimately, after university, I started taking some acting classes and really enjoyed that. And then started doing student films and fringe theater and unpaid work just to get experience in acting and loved it and then started doing it more seriously and got an agent and started getting proper acting jobs, and that was about 13 years ago.
- I What's the most difficult thing about preparing for a new role?
- T Um... It really depends. When you do a play, for example, you have three, four, sometimes even six weeks to rehearse with the other people and the director and the props and everything, so you have a long time to learn your lines, to, as it were, find the character. The memorization is the most like real work, that can be difficult, you know, just memorizing lots of lines. But, uh... in film and television you don't have the benefit of rehearsal. You just show up and you're expected to know all your lines and then you do it a few times and that's it. So you have to be very disciplined and get all that ready in advance.
- I How do you learn your lines?
- T I have a Dictaphone actually, which I just record the other people's lines, obviously in my voice, I don't do strange character voices because that would be weird, uh... And, you know, I just say their line, I stop it, I say my line, I play the next line, so you just basically record all the other lines in any given scene and play it back and just work through it slowly. It's amazing the difference it makes when the writing is good and it makes sense. It's much easier to memorize. But if sometimes you audition for a bad science fiction TV show or a horror movie or something, you often have a much harder time memorizing poorly written lines, because they are just bad. But of course it's your job, so you do it.

## **Extra challenge**

You could use the audioscript above to elicit more detailed answers from SS.

Give SS time to discuss the questions and what they understood. Then play the CD once or twice more. Check answers.

- 1 He was in this Shakespeare play, and he really enjoyed it. But the role he played was very demanding.
- 2 He had to do one in *Coriolanus* and found it very difficult. He injured the other actor, who had to have three stitches on his fingers.
- 3 You get to act again and again in front of a live audience in theater acting, but it pays less than film acting.
- 4 Good side: can be fun, you can work with famous people, you can shoot guns, be in car chases. Bad side: most of the time you are just waiting, not doing anything.
- 5 He thinks being on a red carpet (i.e., getting an award or being invited to an award ceremony) is probably glamorous, but he hasn't been on one so he doesn't know.

CD3 Track 10

(audioscript in Student Book on pages 126 and 127)

- I Is there any role you've particularly enjoyed?
- T Uh... There's a few roles that I've played or oftentimes when you do something it's the whole experience of a job, not necessarily just the part you have in it. Earlier this year, I got to work for the Royal Shakespeare Company for the first time, and we did *Coriolanus*, one of Shakespeare's lesser performed plays, in Stratford, in Washington in America, also in Newcastle here in the United Kingdom, and in Madrid in Spain for five months, which was amazing.
- I What's the most difficult role that you've ever had to play?
- T Well, I suppose, this last role that I played is one of the most difficult parts, Tullus Aufidius in *Coriolanus*, because there were lots of things that were very demanding about the part. We had to do a huge sword and ax fight in the middle of the play. Which... I'd done stage combat before, but never anything like this, we were using actual... I mean, they were blunt swords and axes, but they were still very large pieces of metal. And we had a couple of small accidents, but no major ones, luckily. I gave the other guy three stitches on his fingers at one point when he parried in the wrong place that's my opinion anyway.
- I Do you prefer working in the theater or in movies and TV?
- T I think theater is the most satisfying work in acting oftentimes, because you get to do it over and over again in front of a live audience, but it doesn't tend to pay as well as film and television, which is also fun, but not as glamorous as people might think it is, I guess.
- I So being an actor isn't really glamorous?
- No, I don't think acting is a glamorous life, particularly in... well, I guess in any way. In theater it's, you know, you don't really earn that much money and you, you know, work hard. Yeah, and film and television work is, you know, can be a lot of fun, you can get to work with some famous people sometimes or some very talented people that you admire, and that's a thrilling thing, and you get to shoot guns or, you know, go on car chases, and all those things are really fun, but most of the time, the 90% of the day, even when you're doing exciting things, you're just sitting and waiting around, you're always waiting around, they're always fixing lights, setting up new camera positions, trying to figure out who's going where, when, and it's, uh, you know... it takes them... To film a proper feature film takes months and maybe in all that time only two or three of those days all told is actually you doing anything. So, yeah, I think a lot of people get into extra work and stuff because they think, "Oh, this will be really glamorous,"

- but you end up sort of reading a book about nine hours a day. Uh, so yeah. And I've never been on a red carpet, so I suppose I can't judge. That looks glamorous.
- d 4.25 This exercise gives SS intensive listening practice in deciphering phrases where words are often run together and introduces them to some common English expressions. Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing words and then the meaning of the whole phrase. Repeat for the other five phrases.
  - 1 as far as (= related to)
  - 2 **show up** (= a phrasal verb that means arrive somewhere where you are expected to be / do something, synonym: turn up)
  - 3 that's it (= informal way of saying that's all there is, it's finished)
  - 4 the difference it makes (= there is a big difference between good and bad writing)
  - 5 at one point (= at a particular moment)
  - 6 over and over again (= informal way of saying many times one after another, synonym: again and again)

### 4.25

CD3 Track 11

- 1 There isn't much I don't do, I guess, as far as acting goes.
  2 You just show up and you're expected to know all your
- 2 You just show up and you're expected to know all your lines.
- 3 You do it a few times and that's it.
- 4 It's amazing the difference it makes when the writing is good.
- 5 I gave the other guy three stitches on his fingers at one point when he parried in the wrong place.
- 6 You get to do it over and over again.
- e Tell SS to go to pages 126 and 127 to look at the audioscript for the interview. Play the CD (part 1 and part 2) again and tell SS to read and listen at the same time. Deal with any vocabulary problems, and ask SS what parts they found hard to understand and why, e.g., speed of speech, elision, pronunciation, etc.
  - Finally, focus on the question. You could also ask SS *If* you were an actor, do you think you would prefer acting on stage or in a movie? Get SS to answer in pairs or as a whole class. Then elicit responses from the whole class.

### ON THE STREET

- **a** 4.26 Focus on the photos of the people and elicit impressions (possible age, occupation, etc.).
  - Focus on the task. Point out that some of them may have done more than one. Play the CD once. Then play it again, pausing after each speaker to check answers.

commercials 2 movies 2 musicals 3, 4 school / college plays 1, 3, 4, 5

Two of them (Shelly and Juan) mention feeling nervous.

CD3 Track 12

(audioscript in Student Book on page 127)

- I = Interviewer, R = Rachel, Jo = Josh, K = Kerrie,
- S = Shelly, Ju = Juan

### Rachel

- I Have you ever acted?
- R When I was in high school, I had to act in some plays for a drama class that I was in. So we did performances for the student body.
- I How did it make you feel?
- R It made me feel that I really wasn't meant to be an actor specifically. But it was a good experience and it was a start in public speaking so that was valuable.

### Josh

- I Have you ever acted?
- Jo I've done a little bit of acting. Uh, I started a few years ago doing more serious work for more commercial print, uh, and commercials as well as independent films and a little bit of extra work on major motion pictures.
- I How does it make you feel?
- Jo I love doing acting. I think it's so much fun portraying a different person. And it's just a ton of fun doing different projects.

### Kerrie

- I Have you ever acted?
- K Uh... yes, I used to act in college musicals when I was at college which is a long time ago now.
- I How did it make you feel?
- K Lots of fun. I love dancing, so I used to do lots of dancing when I was growing up. So it just was a continuation of that experience.

### Shelly

- I Have you ever acted?
- s Well, I did some acting in high school. I did a couple of musicals in my junior and senior years one of them was *Fiddler on the Roof*.
- I How did it make you feel?
- S It was a lot of hard work, but I felt really great doing it. I was nervous, at first, when I got on stage, but it was pretty clear that the audience was enjoying themselves and by the end, when they're applauding, you feel fabulous.

### Juan

- I Have you ever acted?
- Ju I acted once. I was in one of my theater classes in high school. I was a sophomore, and we just made up our own play and, uh, that was... that was one of the premier highlights of my acting career and one of the last highlights.
- I How did it make you feel?
- Ju It was very nerve-wracking because you had to remember all your lines and you had an audience, which is something that I was always terrified of.
- **b** Focus on the task and give SS time to go through the sentences. Play the CD once. Get SS to compare what they think. Play it again if necessary and check answers.
  - 1 Shelly
  - 2 Rachel
  - 3 Kerrie
  - 4 Josh
  - 5 Juan

- c 4.27 Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing word and then the meaning of the whole phrase. Repeat for the other four phrases.
  - 1 wasn't meant to (= didn't have the qualities to)
  - 2 as well as (= also)
  - **3 growing up** (= a phrasal verb that means becoming an adult, from childhood to adulthood)
  - 4 at first (= in the beginning)
  - 5 made up (= a phrasal verb that means created from an original idea)

### 4.27

CD3 Track 13

- 1 It made me feel that I really wasn't meant to be an actor specifically.
- 2 ... commercials as well as independent films ...
- 3 ... so I used to do lots of dancing when I was growing up.
- 4 I was nervous, at first, when I got on stage ...
- 5 ... we just made up our own play ....
- **d** Tell SS to go to page 127 and to look at the audioscript for **ON THE STREET**. Play the CD again and tell SS to read and listen at the same time. Deal with any vocabulary problems and ask SS what parts they found hard to understand and why, e.g., speed of speech, elision, pronunciation, etc.
  - Finally, focus on the two questions that the interviewer asked the people, and get SS to interview each other in pairs. Then elicit responses from the whole class.

### **HOMEWORK**

Study Link Workbook page 43

# WRITING AN ARTICLE

# **Lesson plan**

In this writing lesson, SS learn to write an article giving advice, e.g., for a student magazine. The writing skills focus is on writing paragraphs.

- a Focus on the pictures and elicit ideas from the class.
  - They should have put the cleaning liquids in a cabinet that was out of reach for children.
  - They shouldn't have left medicines where children could find them.
  - They shouldn't have put the child's bed under the window.
  - Now get SS to read the article and check.
- **b** Focus on the instructions and get SS to see what they think first, and then compare with a partner.

### New paragraphs begin with

Next month ...

We started ...

Next was the bathroom ...

Finally, the kitchen ...

So we have three weeks ...

- **c** Focus on the instructions and the words and phrases in the **Useful language** box. Go through them with SS and make sure they know how to use them.
  - Focus on the pictures and elicit that these might be useful things for them to include in their article (flashlight, cell phone, map, bottled water, whistle, compass, rope).

### Extra support

For each object elicit why it might be useful, and demonstrate the use of *so that, in case*, etc.

### WRITE an article

Go through the instructions. Then either get SS to plan and write the article in class (set a time limit of 20 minutes) or get them just to plan their article in class and write at home, or assign both planning and writing for homework.

If SS do the writing in class, get them to exchange their article with another student to read and check for mistakes before you collect them.

# REVIEW & CHECK

For instructions on how to use these pages, see page 31.

### **GRAMMAR**

- a 1 hadn't found
- 4 had more time
- 2 must have
- 5 couldn't / can't have gotten
- 3 should have told
- b 1 c 2 a 3 c 4 b 5 c

### **VOCABULARY**

- a 1 relieved the others are negative feelings
  - 2 anxious the others mean surprised
  - 3 calf the others are part of the hand
  - 4 hip the others are organs
  - 5 nod the others are gestures you do with your hand(s)
- b 1 remind 4 raise 2 matter 5 argue
- 3 stole c 1 for 4 down 2 up 5 down
  - 3 in
- d 1 chew 4 frown 2 yawn 5 stare
  - 3 scratch

### **PRONUNCIATION**

- a 1 notice (it's /s/) 4 comb (it's /ou/) 2 delighted (it's /t/) 5 chew (it's /tʃ/)
- 3 frown (it's /au/)
- b exhausted, prevent, expect, kidney, elbow

### **CAN YOU UNDERSTAND THIS TEXT?**

- a 1 B 2 E 3 F 4 C 5 D
- **b** squeezes = usually, to press hard with your fingers, e.g., to get the juice out of a lemon. Here it means makes smaller.

**trimmed off** = cut a little bit off **doctored** = changed in order to

**doctored** = changed in order to trick someone **flipped through** = looked through quickly

within the grasp of = accessible to, within reach of

### **CAN YOU UNDERSTAND THESE PEOPLE?**

a 1 c 2 b 3 b 4 b 5 c

b 1 B 2 N 3 B 4 C 5 N

4.28 CD3 Track 14

- 1 There are some common sense precautions you can take to avoid a snake bite when you are hiking in an area where you know there might be snakes. First, when choosing your campsite, make sure you pitch your tent in a clearing, well away from long grass, trees, or large rocks. Second, be very careful where you're treading especially if there are fallen trees. Snakes like to hide behind these. That is the advice I would highlight most. Finally, and this is common sense, make sure you're wearing appropriate shoes hiking or walking shoes. And, of course, never ever wear sandals or go barefoot.
- 2 Good morning and welcome on board flight 443 to Taipei. My name is Steve Morris, and I am your captain today. First of all, I'd like to apologize for the 40-minute delay in boarding. This was due to the late arrival of the incoming flight. In a few minutes the cabin crew will be giving you instructions about what to do in case of an emergency. I would like to stress how important it is, even for frequent flyers, to pay attention to the safety demonstration. Every aircraft is different and emergency exits are located in different places. I would also like to recommend that you read the safety-instruction card, which you'll find in your seat pocket. Flying time today will be approximately two hours and forty-five minutes, and we'll be taking off in a south-easterly direction and flying over...
- 3 A What time is it?
  - B It's 8:15. John should have arrived by now. Are you sure you told him the dinner was tonight?
  - A Of course I'm sure. I invited him when I saw him last Saturday.
  - **B** So why isn't he here yet? Is he usually late for things?
  - A No, but he's a little bit absent-minded. It's my fault. I should have reminded him today. I know what he's like. I'll give him a call on his cell phone.
  - B But if he's driving, he probably won't answer it. Something might have happened to him on the way. It's snowing very heavily now.
  - A Relax. You don't know John as well as I do. Chances are it flew right out of his head. I think we ought to start dinner and not wait everyone must be starving.
- **4** A OK, so you're getting the black dress, right?
  - B I just can't make up my mind. I mean, I know it's nice and it's not that expensive, but I still think maybe the one I tried on in the last place was nicer. I mean, it looked better on me. What do you think?
  - A I think they both looked great. Was the other one more expensive?
  - **B** I can't remember... you know, I think I need to just try it on again before I decide...
  - A What?... go back to the other store now? But we already spent an hour there, and that means finding somewhere to park there again. If you really liked it, you should have bought it then. Couldn't you go back by yourself tomorrow?
  - B No, I really want to go back now. If I wait till tomorrow, it might be gone. Yes, I definitely need to try it on again. Come on.
  - A Oh please...

- 5 A What do you think of it?
  - B I love it. I think the expressions on their faces are incredible. Look at the way the child is looking at him, as if he had the most beautiful face in the world. The old man is ugly, but she can see right past his ugliness.
  - A Actually, it's a boy, the child, I mean, not a girl. The title is *Old Man with a Young Boy*. It's just that those wonderful golden curls make him look like a girl. I agree with you though, it's an amazing painting. I guess the child must be the man's grandson. What do think could have happened to the old man's nose?
  - B It looks as if he had some sort of illness, I suppose maybe it was the plague or something there was a lot of it going around at the time...

### 4.29 CD3 Track 15

### P = Presenter, C = Caroline, B = Ben

- P And on today's *Vacation Program* we have Caroline and Ben to tell us about their experiences backpacking after they graduated from college. Caroline, if I can start with you, you spent three months in South America. Is that right?
- C Yes. I started in Argentina and then went to Chile, Peru, Bolivia, and Ecuador. I stuck to Spanishspeaking countries because my Spanish is good, but my Portuguese is nonexistent. So that's why I didn't go to Brazil.
- P Did you go by yourself?
- C No, I had arranged to meet some friends when I got there – they'd been working in Buenos Aires – and then we traveled together. I don't think I would've felt completely safe traveling alone.
- P How about you, Ben?
- B Yeah, I traveled around Central and Eastern Europe by myself. Czech Republic, Slovakia, Poland, Hungary, Slovenia, Croatia. Oh, and Serbia.
- P Could you speak any of the languages?
- B No, but it wasn't a problem because everywhere I went I found people spoke really good English, especially the young people I met. I was amazed. Some of them actually sounded like native speakers.
- P And did you ever feel unsafe or lonely traveling alone?
- B Well, I mean, I was safety-conscious of course, but it was more making sure I never lost anything like my cell phone, or my passport, or credit card I'm usually not very good at that but otherwise, no, it was great just being by myself because I could decide how long I wanted to stay anywhere and where I wanted to go next. I mean, I had vaguely planned my route, but I was free to change my mind whenever I liked.
- C Yeah, that is definitely an advantage because sometimes one of us wanted to leave a place earlier or didn't like the hotel and wanted to move, and there were a few arguments, not major ones but, you know, arguments.
- P So what kind of places did you both stay in?
- B I stayed mostly in youth hostels. I'd thought of camping before I left, but then I decided the weather would probably be too cold it was March and April. The hostels were pretty basic but great places to meet people.
- C We stayed mainly either in budget hotels or sometimes in bed and breakfasts. They were all places we'd found on the Internet, and generally speaking they were good. In fact, we were often pleasantly surprised by how comfortable and clean places were.
- P Thank you both for being here today.

G gerunds and infinitivesV music

 $\mathbf{P}$  ch and y

# The psychology of music

## File 5 overview

Lesson **5A** reviews and extends the use of gerunds and infinitives. **5B** reviews *used to* and introduces *be used to* and *get used to*. Lesson **5C** reviews reported speech and introduces a variety of new reporting verbs, such as *advise*, *insist*, *apologize*. The lexical areas covered in this File are music, sleep, and the media.

# **Lesson plan**

This lesson reviews the basic rules about when to use a gerund or an infinitive after a verb, and it introduces certain verbs (e.g., remember, try) that can be followed by either a gerund or infinitive but with a change in meaning. The lesson also covers certain verbs that are followed by the base form, e.g., make, let, and modals. The topic of the lesson is music. SS listen to an interview with a music psychologist, who explains why we listen to music and how music can affect us emotionally. They also read an article based on recent research that suggests that someone's musical tastes may reflect their personality. The vocabulary focus is on words related to music (instruments, musicians, etc.) and pronunciation looks at spelling—pronunciation rules for ch and y.

## **Optional lead-in** (books closed)

- Tell SS they are going to listen to eight short pieces of music. Write the two questions in **1a** on the board.
- Play the extracts one by one. After each extract, quickly elicit some answers to the first question and find out with a show of hands the majority view on the second question.

### 1 LISTENING & SPEAKING

- 5.1 Books open. Don't do this stage if you did the optional lead-in. If not, focus on the task and the two questions.
  - Play the extracts one by one and elicit some answers to the first question. You could find out by a quick show of hands how many SS would like to listen to the rest of each piece.

### 。5.1 h

CD3 Track 16

### Extracts from:

- 1 Queen of the Night from Mozart's Magic Flute
- 2 Drum and bass
- 3 Strauss's Blue Danube
- 4 Messiaen's Quartet for the End of Time
- 5 Traditional jazz
- 6 Experimental jazz
- 7 Country
- 8 Rap
- Focus on the **Taking notes** box and go through it with the class. Tell SS that they are going to listen to a short lecture and that they will try and complete some notes.

- **b** 5.2 Tell SS that they are going to listen to a music psychologist talk about why we listen to music. Focus on the task and tell SS that the first time they listen they should try to complete notes 1–3 by writing key words or phrases. The second time they should try to listen for at least one example.
  - Play the CD twice and give SS time to write their notes. Then get them to compare what they understood / can remember with their partner. Elicit responses from the
    - 1 to make us remember important moments in the past, e.g., when we met someone for the first time.
    - 2 to help us change activities, e.g., we play a certain kind of music to prepare us to go out in the evening and another kind to relax us when we get home from work.
    - 3 to intensify the emotion that we're feeling, e.g., if we're sad, we play sad music to make us even sadder; if we're feeling angry, we play angry music to make us angrier; we play romantic music to make a romantic dinner more romantic.

5.2

CD3 Track 17

(audioscript in Student Book on page 127) I think it's very interesting that human beings are the only animals which listen to music for pleasure. A lot of research has been done to find out why we listen to music, and there seem to be three main reasons. Firstly, we listen to music to make us remember important moments in the past, for example, when we met someone for the first time. Think of Humphrey Bogart in the film *Casablanca* saying, "Darling, they're playing our song." When we hear a certain piece of music, we remember hearing it for the first time in some very special circumstances. Obviously, this music varies from person to person.

Secondly, we listen to music to help us to change activities. If we want to go from one activity to another, we often use music to help us to make the change. For example, we might play a certain kind of music to prepare us to go out in the evening, or we might play another kind of music to relax us when we get home from work. That's mainly why people listen to music in cars, and they often listen to one kind of music when they're going to work and another kind when they're coming home. The same is true of people on buses and trains with their iPods.

The third reason why we listen to music is to intensify the emotion that we're feeling. For example, if we're feeling sad, sometimes we want to get even sadder, so we play sad music. Or we're feeling angry and we want to intensify the anger... then we play angry music. Or when we're planning a romantic dinner, we lay the table, we light candles, and then we think, "What music would make this even more romantic?"



- 5.3 Focus on the task and give SS a few moments to look at the incomplete notes. To help SS, you may want to pre-teach *pitch*, i.e., in this context, how high or low a musical note is.
  - Play the CD twice and give SS time to complete their notes by pausing between each section. Then let them compare with a partner again to see how much they understood / can remember.

### Three important human emotions:

- 2 sadness
- 3 anger

### How we feel affects the way we speak, e.g.:

- 2 sad speak more slowly / lower
- 3 angry raise voice / shout

### Music copies this, e.g.:

- 2 slow music with falling pitches sounds sad.
- 3 loud music with irregular rhythms sounds angry. **Examples:**
- 1 happy, e.g.: Seventh Symphony (Beethoven)
- 2 angry, e.g.: Mars (Holst)
- 3 sad, e.g., Adagio for strings (Albinoni)

This is especially exploited in movie soundtracks, e.g., the shower scene in *Psycho* (the woman is just taking a shower, but the music makes it terrifying).

5.3

CD3 Track 18

(audioscript in Student Book on page 127)
Let's take three important human emotions: happiness, sadness, and anger. When people are happy, they speak faster, and their voice is higher. When they're sad, they speak more slowly and their voice is lower, and when people are angry, they raise their voices or shout. Babies can tell whether their mother is happy or not simply by the sound of her voice, not by her words. What music does is it copies this, and it produces the same emotions. So faster, higher-pitched music will sound happy. Slow music with lots of falling pitches will sound sad. Loud music with irregular rhythms will sound angry. It doesn't matter how good or bad the music is, if it has these characteristics, it will make you experience this emotion.

Let me give you some examples. For happy, for example, the first movement of Beethoven's *Seventh Symphony*. For angry, say *Mars*, from *The Planets* by Holst. And for sad, something like Albinoni's *Adagio for strings*. Of course the people who exploit this most are the people who write film soundtracks. They can take a scene which visually has no emotion, and they can make the scene either scary or calm or happy just by the music they write to go with it. Think of the music in the shower scene in Hitchcock's film *Psycho*. All you can see is a woman having a shower, but the music makes it absolutely terrifying.

### **Extra support**

If there's time, you could get SS to listen to the CD with the audioscript on page 127 so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- **d** Focus on the questions and then set a time limit for SS to go through the questions together and compare answers and choices of music. When answering question 3, encourage SS to be as specific as possible in their answers, i.e., by specifying not just the kind of music they would play but also the name of the artist or song / piece of music.
  - Get some quick responses from the class.

### 2 GRAMMAR gerunds and infinitives

- Check what you know. This exercise provides quick review of what SS should already know about gerunds and infinitives.
  - Focus on the task and sentences 1–5. Give SS a couple of minutes to put the verbs into the gerund or infinitive form. Get them to compare their answers in pairs before checking answers as a class. When you elicit an answer, get SS to tell you why the gerund or infinitive form is used here (see key below).
    - 1 Listening (gerund used as the subject of a sentence)
    - 2 to feel (infinitive used after certain verbs, e.g., want, promise, would like, etc.)
    - 3 using (gerund used after a preposition), to create (infinitive used to express reason or purpose)
    - 4 playing (gerund used after certain verbs, e.g., feel like, enjoy, practice, etc.)
    - 5 to concentrate (infinitive used after adjectives)
  - If SS are having problems, go to the Workbook page 44. Go through the rules and do the exercise.
- **b** New grammar. This exercise introduces the new grammar point, which is that certain verbs can use either the gerund or infinitive but with a change in meaning.
  - Focus on the task and give SS some time to try and circle the correct form. Emphasize that they should use their instinct (what "sounds right") if they aren't sure. Get SS to compare answers in pairs before checking answers as a class.
    - 1 hearing, to buy
- 3 to exchange, changing
- 2 to listen, going
- 4 plugging, to hear
- c Tell SS to go to **Grammar Bank 5A** on page 140. Go through the examples and the rules with the class, and drill the pronunciation of any new verbs.

### **Grammar notes**

Previously, SS have seen the basic rules governing the use of gerunds and infinitives after certain verbs. Here they review and expand their knowledge of verbs and expressions that are followed by either form.

**NB**: Other occasions when a gerund or infinitive is used, e.g., the infinitive after an adjective (*Pleased to meet you*) or the gerund after a preposition (*He left without saying good-bye*) are reviewed in **Check what you know** in the Workbook.



# verbs followed by the gerund, the infinitive, or the base form

• rule 1: Go through the list of verbs and expressions with SS, making sure they know what they all mean. Give examples of new verbs and expressions where necessary, e.g.:

I **can't help laughing** when he says that. (= can't stop myself laughing)

I **feel like having** pizza for lunch. (= I want to have) My job **involves meeting** people.

We're going to **postpone going** on vacation until next month.

• rule 2: Go through the list of verbs and expressions with SS, making sure they know what they all mean. Give examples of new verbs and expressions where necessary, e.g.:

His leg **appears to be** broken. (= seems to be)
I **happened to see** him in the street. (= I saw him by chance)

I **pretended to be** sick. (= I made people think I was sick but I wasn't)

You may want to point out that *help* can be followed by either the infinitive or the base form, e.g., *I helped him to carry / carry the boxes*.

- rule 3: Go through the list of verbs with SS. At this level, they should know the structure of these modal verbs and should be comfortable using them.

  Remind SS that *make* and *let*, in the active voice, are always followed by a pronoun or noun.
- A Explain that the verb form following *make* depends on whether the sentence is active or passive.

# verbs that can be followed by either gerund or infinitive with a change of meaning

This grammar rule will be new to most SS. In SS' L1, some of these concepts may be covered by using two different verbs, so if you know your SS' L1, you can use it to make the meanings clear.

With need to do / needs doing, explain that needs doing is an alternative to a passive construction, e.g., The house needs painting / to be painted.

 Focus on the exercises for 5A on page 141 and get SS to do them individually or in pairs. Check answers after each exercise.

O <b>NTERIOR CONTRACTOR DE CARROLISMO POR L</b> O PROPERTO DE CARROLISMO POR PROPERTO POR PROPERTO DE CARROLISMO POR PROPERTO POR PORTO POR PROPERTO POR POR PROPERTO POR PROPERTO POR PROPERTO POR PROPERTO POR POR PROPERTO POR POR PORTO POR PORTO POR PROPERTO POR POR POR PORTO POR PO	
a 1 going out	b 1 seeing
2 talking	2 to call
3 do	3 reading
4 seeing	4 locking
5 to get	5 to turn
6 wear	6 painting
7 not come	7 to send
8 to go	8 to fix
9 working	
10 to know	
5 to get 6 wear 7 not come 8 to go 9 working	4 locking 5 to turn 6 painting 7 to send

- Tell SS to go back to the main lesson on page 69.
- **d** Put SS in pairs for this oral grammar practice activity and focus on the task. Give SS a few minutes to think before getting them to tell each other their true sentences.

### Extra challenge

Alternatively, if you have time, you could get SS to develop these exchanges into mini conversations by asking each other further questions about each situation.

### 3 VOCABULARY music

- 5.4 Tell SS they are going to hear some instruments being played that they have to identify. You could do this as a whole class activity and get SS to call out answers as you play each recording, or you could get SS in pairs to silently write down their answers and check answers at the end. SS may recognize the instrument but not know the word or pronunciation in English. Point out that the names of all of these instruments will be taught in the Vocabulary Bank.
  - Play the CD once or twice as necessary and check answers.

4, <b>5.4</b>		CD3 Track 19
<ul><li>1 piano</li><li>2 guitar</li></ul>	<ul><li>3 violin</li><li>4 saxophone</li></ul>	

- **b** Tell SS to go to **Vocabulary Bank** *Music* on page 153.
  - Focus on section 1 Instruments and musicians (a and b). Give SS time to match the words and pictures and write the names of the musicians. Check answers, and model and drill pronunciation. When you check answers to 1b, ask SS which word for a musician can have a different syllable stress to the instruments they play (*pianist* and *piano*). Also explain that musicians for many instruments can be referred to by \_\_\_\_ player, e.g., trumpet player.

a 1	bass	guitar		6 v	iolin			
	trum			7 s	axopho	one		
	piano			COST COMPANIES SAND	ello			
	keybo			9 f	lute			
	drun						Earlin III	
		<u>ta</u> rist, <u>c</u>	allist d	rumana	er, Anti	st kev	board	
		ianist /						Ä
	o <u>li</u> nist		1. <del></del>	, <u>vua</u> vi				
	CITITION					GIF, SUPPLIED IN THE		

• Now give SS time to do exercise c by matching the words and definitions. Check answers, and model and drill pronunciation.

c 1 tenor	7 rapper
2 bass	8 soloist
3 soprano	9 lead singer
	10 conductor
4 orchestra	
5 choir	11 composer
6 singer-songwriter	12 DJ (disc jockey)

• Focus on section 2 Adjectives and phrases to describe music and give SS time to match the sentences. Check answers, and model and drill pronunciation.

### 1 D 2 E 3 F 4 A 5 B 6 C

 Now focus on section 3 Idioms and give SS time to complete the sentences. Explain that in each case, the sentence without the idiom helps to explain what the idiom means. Check answers, making sure that SS are clear about the meaning of each idiom.



### 1C 2E 3A 4B 5D

• Finally, focus on the instruction "Can you remember the words on this page? Test yourself or a partner."

### Testing yourself

For **Instruments and musicians** (a and b) SS can cover the words, look at the pictures, and try to remember both the instrument and the musician. For c they can cover the words and read the definitions to remember the words. For **Adjectives and phrases to describe music** they can cover the sentences on the left and use definitions A–F to remember the adjectives. For **Idioms** they can cover sentences 1–5 and look at the phrases in the box and remember what each idiom means.

### Testing a partner

See Testing a partner page 18.

**Study Link** SS can find more practice of these words and phrases on the MultiROM and on the *American English File 4* Website.

- Tell SS to go back to the main lesson on page 70.
- **c** 5.5 SS now recycle the vocabulary they have just learned. Play the CD, pause after the first part, and elicit from SS the musicians / instruments they can hear but not the piece of music, e.g., *It's a cello soloist playing with an orchestra*. Write the answer on the board. Then continue, pausing after each section for SS to write down what they hear. Check answers.

g 5.5

CD3 Track 20

- 1 a choir singing with an orchestra
- 2 a tenor singing with an orchestra
- 3 a DJ speaking between songs
- 4 a rapper rapping
- 5 a cello soloist, then an orchestra
- 6 a band with electric guitar, bass guitar, drums, and a lead singer
- **d** Focus on the instructions, and make it clear to SS that they may not agree on, for example, who has a monotonous voice. Give SS time, in pairs, to write down names of songs, singers, etc. Get responses by finding out what different pairs have written, and add ideas of your own.

### **Extra support**

You could do this as a whole class activity, eliciting ideas from SS.

## 4 PRONUNCIATION ch and y

- **a** Focus on the instructions and give SS a few moments to complete the task. Don't check answers at this stage.
- **b** Go through the rules with the class and make sure everything is clear. Check their answers to **a**.

/tʃ/ research /k/ character /ʃ/ chef

- **c** Give SS a few minutes to put the words in the list into the correct columns in the chart in **a**. You could get them to do this in pairs or individually, and then compare their answers with their partner.
- **d** 5.6 Play the CD for SS to check their answers.

/tʃ/ change, cheerful choose /k/ choir, chorus, orchestra, psychologist /ʃ/ machine, mustache

/tʃ/
change
cheerful
choose
/k/
choir
chorus
orchestra
psychologist
/ʃ/
machine
mustache

• Give SS practice pronouncing the words by playing the CD again, pausing after each word for SS to repeat them.

### **Extra challenge**

Alternatively, you could elicit some more examples of the three sounds by giving SS definitions of the words below: /tʃ/ chest, changeable, chin, chilly, scorching /k/ charisma, chaos, chronic, chronological, headache /ʃ/ chic

- e Focus attention on the rules box and go through it with SS. Then give SS a couple of minutes to put the words in the list in the correct columns. They could do this in pairs or individually. Then have them check their answers with a partner.
- **f** 5.7 Play the CD for SS to check their answers. Then play the recording again, pausing for SS to listen and repeat the words.

/aɪ/ apply, lifestyle, psychiatrist, qualify, shy, try, type /i/ lyrics, physical, rhythm, symphony, typical /i/ country, heavy

5.7	CD3 Track 22
/aɪ/	
apply	
lifestyle	
psychiatrist	
qualify	
shy	
try	
type	
/ <b>I</b> /	
lyrics	
physical	
rhythm	
symphony	
typical	
/i/	
country	
heavy	



### 5 SPEAKING

- Focus on the GET IT RIGHT box and go through it with SS.
- Put SS in pairs. Tell SS to read the questionnaire together and take turns telling each other their answers to the questions (rather than do this as an interview).
- You could explain funk (= dance music that combines forms of black music and has a strong rhythm), gangsta rap (= rap music with lyrics describing gang life), and reggae (= popular music from Jamaica that combines rock and soul music styles).
- Finally, get some quick responses from the class to some of the questions. Find out how many SS, for example can read music, play an instrument, etc.

### Extra idea

As a way of giving SS some "live" listening comprehension, you could tell them your own answers to some of the questions in the questionnaire, particularly if you have any interesting or amusing anecdotes.

### 6 READING

- a Focus on the question and elicit answers from the class.
- **b** Get SS to read the introduction to the article (the first paragraph) and elicit answers from the class.
- c Now set a time limit for SS to read the article and to decide which category best describes their musical taste and if they agree with the description it gives of the personality type associated with that kind of music.
- **d** Focus on the task and make sure that SS know that A-D refers to the kinds of music. Set a time limit and then give SS a chance to compare their answers with a partner. Check answers.

### 1 B 2 D 3 B 4 C 5 A 6 A 7 D 8 C

- e Give SS time to do this. Then ask several SS which words and phrases they have chosen.
- f Do this as a whole class activity and ask SS to give their opinions.

# Extra photocopiable activities

### Grammar

gerunds and infinitives page 170

### **Communicative**

Gerund or infinitive? page 208 (instructions page 192)

### **HOMEWORK**

Study Link Workbook pages 44–46

# **Counting sheep**

# Lesson plan

This lesson reviews the use of *used to* to talk about repeated past actions and introduces *be used to* and *get used to* (*doing something*) to talk about actions or activities that have become, or are becoming, familiar. The two contexts for this lesson are both about sleep. In the first half of the lesson, SS fill out a questionnaire to see how sleep deprived they are and read about the effects of sleep deprivation in our daily lives. In the second half of the lesson, SS listen to a true story about a girl who climbed a crane while sleepwalking. In vocabulary, SS learn / review words and phrases related to sleep (e.g., *oversleep, jet-lagged*), and the pronunciation focus is on linking words.

### **Optional lead-in** (books closed)

- Write on the board **count sheep** and ask SS when people might do this. Elicit that sometimes people do it in their head when they can't sleep. Then elicit other things you can do if you can't sleep (e.g., read, drink warm milk, take sleeping pills, watch TV, etc.). Ask if anyone in the class has problems sleeping and what they do to fall asleep.
- Then ask, with a show of hands, who in the class thinks that he / she doesn't sleep enough. Find out what percentage of the class thinks they don't sleep enough.

## 1 GRAMMAR used to, be used to, get used to

- Books open. Focus attention on the title of the questionnaire and elicit / teach the meaning of sleep deprived (= suffering negative effects from not sleeping enough).
  - The questionnaire presents examples of the new grammar (*be used to*, *get used to*); you will probably want to see if SS can guess the meaning from context. Go through the questions one by one. Stop to focus on the new grammar and make sure SS understand the new vocabulary, e.g., *nap* (= when you sleep, usually for a short time during the day), *energetic* (= full of energy), *refreshed* (= feeling fresh and not tired). A *nap* is a very short sleep that can happen at any time of day. A *siesta* can be a short sleep or just a short period of inactivity in the middle of the day.
  - In question 3, elicit from SS and remind them that *Did* you use to ...? (interrogative form of used to) refers to past habits.
  - In question 4, point out that *I'm used to it* does not refer to the past and elicit / teach that it means "the situation is not unusual for me now and I have adapted to it." If you know SS' L1, you could ask SS to tell you the equivalent form.
  - In question 5, elicit / explain that You get used to not sleeping enough (= your body adapts to not sleeping enough).
  - Focus on the task and give SS time to interview each other. Encourage them to ask for, and give, as much information as possible.

**b** • Now tell SS to go to **Communication** *Sleep* page 118 to read the results of the questionnaire. Ask the class how many of them are sleep deprived.

### Extra idea

You could get the class to interview you to find out if you are sleep deprived or not. This will give SS some "live" listening comprehension.

 Now focus on the four sentences that contrast the meaning of usually, used to, be used to, and get used to, and give SS time to match the sentence halves. Check answers.

### 1 D 2 A 3 B 4 C

**d** • Tell SS to go to **Grammar Bank 5B** on page 140. Go through the examples and read the rules with the class.

### Grammar notes

• used to / didn't use to + base form

At this level SS should be confident about using *used to* (*do something*), although they may still make mistakes, like using *I use to* ... instead of *I usually* ... to describe a present habit. This can cause misunderstanding as a listener may understand *I used to* ... (i.e., past habit). The use of *would* to refer to repeated actions in the past is referenced here but not practiced in the grammar exercises. You may want to point out that *would* is used, especially in written English, as a variant to *used to*, e.g., *We used to* spend our vacation at the beach. We would get up early every morning and run to the beach.

• be used to / get used to + gerund

These structures are introduced for the first time. Their similarity in form to *used to* means that they sometimes get mixed up in SS' minds. A very common mistake is to use these structures with the base form instead of the gerund. Point out to SS that *to* here is a preposition and can also be followed by a noun or pronoun (e.g., *I'm used to the weather in Toronto now / I'm used to it*). The meaning of *be used to doing something* may not be immediately obvious to SS. A formal equivalent would be *be accustomed to doing something*. You may also want to point out that the difference between *be used to* and *get used to* is like the difference

- between be angry and get angry, and get here = become.
  Focus on the exercises for 5B on page 141 and get SS to
- do them individually or in pairs. Check answers after each exercise.

  a 1 X usually go / 'm used to going / 'm getting used
  - to going

    2 \*\* get used to eating
  - 3 √
  - 4 /
  - 5 X used to have
  - 6 XI'm used to it
  - 7 X Did you use to wear



- **b** 1 get used to getting up
  - 2 get used to eating
  - 3 'm not used to having
  - 4 used to spend
- 5 's used to working
- 6 get used to wearing
- 7 used to have
- 8 isn't used to sharing
- Tell SS to go back to the main lesson on page 72.

## 2 PRONUNCIATION linking words

### **Pronunciation notes**

- SS should be very familiar by now with the fact that in spoken language, words become joined or "linked" together, especially in rapid speech. Learners naturally develop the ability to separate these linked words in their head as they hear them and also to link words together when *they* speak. This exercise gives SS practice in both these skills.
- Two of the most common rules for linking words are:
  - 1 When a word ends in a consonant sound and is followed by a word that begins with a vowel sound, e.g., wake up, the words are linked together and pronounced /weikap/.
  - 2 When a word ends in a consonant sound and is followed by a word beginning with the same consonant sound, e.g., *used* (which ends in /t/) and *to* (which begins with /t/), the sounds are "elided," i.e., they are linked together, and the /t/ sound is only made once, so *used to* = /yustə/.
- **a** 5.8 Focus on the task and play the CD once, telling SS to listen to the six sentences without writing anything.
  - Now play the recording again, this time pausing to give SS time to write down the sentences. Then play the CD again for SS to check their sentences. Then check answers, eliciting the sentences onto the board.

5.8

CD3 Track 23

- 1 He used to wake up at eight, but he doesn't anymore.
- 2 I'm not used to sleeping until ten in the morning.
- 3 She usually turns on the TV as soon as she gets home.
- 4 I'll never get used to living alone.
- 5 He's not used to playing to big audiences.
- 6 It took me a long time to get used to having lunch at 12:00.
- **b** Get SS to do this activity in pairs while you move around monitoring pronunciation. Then you could choose individual SS to say the sentences.
- **c** Focus on the questions and then get SS to take turns interviewing each other. Remind them to link words together when they can.

### **3 READING & SPEAKING**

**a** • Focus on the instructions and then give SS two or three minutes to read the introduction. Then elicit answers to the questions. Make sure SS understand the last sentence of the introduction is "We might live longer ..."

The test involves going to bed holding a spoon in your hand. When you fall asleep the spoon falls onto a plate and wakes you up. If you are already sleeping so deeply that the spoon doesn't wake you up, then you are sleep deprived.

The last sentence means that we need to give as much importance to sleeping as we do to exercising (because both are crucial for good health).

- Ask SS some more questions about the introduction, e.g., Who is Paul Martin? What is his book called? What is his theory?
- b Before focusing on the task, you may want to pre-teach sleep debt (= sleep owed to us, i.e., number of hours of sleep we haven't had in a week). Put SS in pairs and make sure they understand exactly which part of the text they have to read. Set a time limit. Tell them to read their two paragraphs first before they try to put a check next to the questions that are answered in their paragraphs. Then check answers by calling out the number of the questions one by one and asking SS to say if the answer was in student A's part or student B's part of the text.

**A** 1, 4, 6, 7, 9, 12

**B** 2, 3, 5, 8, 10, 11

- c Tell SS to read their paragraphs again and answer their six questions. They can do this in written form, or they can underline the relevant part of the text. Set a time limit for this.
- **d** Focus on the task. SS should go through the list of questions 1–12. Whoever has the answer to the question explains it to their partner as clearly as possible, using their own words and not just reading from the text.
- **e** Now give SS time to read the half of the article they haven't read.

### Extra support

At this point you could go through the four paragraphs with the class, pointing out useful expressions and eliciting / explaining the meaning of new words and phrases. You could also check the answers to questions 1–12.

- 1 Before the invention of electric light, people slept during the hours of darkness.
- 2 Because doctors who are on "night call" are more sleep deprived than doctors working during the day.
- 3 Yes. They are very effective in restoring our energy levels and making us feel happier, etc.
- 4 6.2 hours a night (during the week). Yes.
- 5 Because they often have to make important decisions when they are too tired.
- 6 The hours of sleep that we owe our body (i.e., the extra hours we need to sleep to feel our best).
- 7 Caffeine.
- 8 Driving when you are very tired isn't against the law (but is just as dangerous).
- 9 They sleep less because they have more reasons not to sleep (work, the Internet, TV, 24/7 society).
- 10 It shouldn't be hot, used as an office, or used for watching TV.
- 11. Tired engineers made very serious mistakes with catastrophic consequences.
- 12 8-8.5 hours.



• Do this as an open class activity and try to have some debate about each of the questions by asking SS to justify their opinions.

## 4 VOCABULARY sleep

- a Vocabulary race. Put SS in pairs. Focus on the task and set a time limit. SS should already know some of these words / phrases. Some have come up earlier in the questionnaire and reading text, but others, e.g., sleep like a log, may be completely new. Point out to SS that all the missing words are above the exercise. Use the example word (sleepy) to demonstrate, and elicit / explain the difference between sleepy and tired.
- **b** 5.9 Play the CD for SS to check their answers. Write SS' answers on the board. Model and drill pronunciation of any words you think might be difficult.
  - 2 yawn
  - 3 set, alarm
  - 4 pillow
  - 5 comforter, sheets, blankets
  - 6 fall
  - 7 snore
  - 8 dreams, nightmares

  - 9 oversleep 10 keep you awake

  - 11 insomnia 12 sleeping pills
  - 13 siesta, nap
  - 14 log
  - 15 jet-lagged

### 5.9

CD3 Track 24

- 1 Most people start feeling sleepy around 11:00 at
- They often open their mouth and yawn.
- They go to bed and set their alarm clock.
- 4 They get into bed and put their head on the pillow.
- 5 They cover themselves up with a comforter or with sheets and blankets.
- 6 Soon they fall asleep.
- 7 Some people make a loud noise when they breathe. They snore.
- 8 During the night people have dreams or nightmares.
- If you don't hear your alarm clock in the morning, you might oversleep.
- 10 If you drink coffee in the evening, it might keep you awake.
- 11 Some people can't sleep because they suffer from insomnia.
- 12 These people often have to take sleeping pills.
- 13 Some people take a siesta or nap after lunch.
- 14 A person who sleeps well "sleeps like a log."
- 15 Someone who is tired after flying to another time zone is jet-lagged.
- **c** Focus on the task. Get SS to cover the words in the right-hand column and then try to remember them by reading sentences 1-15 again. If there's time, you could quickly elicit the words from the whole class to wrap up the activity.

### **5 SPEAKING**

• Put SS in pairs. Quickly run through the questions and then set a time limit for SS to answer them. Then get some quick responses from the class to some of the questions.

### Extra idea

You could tell the class your answers to some of the questions to give them some listening practice.

### 6 LISTENING

- a Focus on the photo and the headline. Elicit the meaning of crane, and then ask the questions to the whole class. Elicit possible reasons without saying if they are correct.
- **b** 5.10 Tell SS this is a true story. Then play the CD for SS to find out if they guessed correctly. Check answers.

The girl had been sleepwalking and had walked from her house to the building site. A firefighter rescued her from the top of a crane.

- **c** Tell SS they are now going to read an article that is based on the same incident. Go through the text with the class, explaining any new vocabulary items such as construction site, crawled, safety harness, ladder, etc.
  - Tell SS that the newspaper article got eight pieces of information wrong. Give SS a few minutes to read the article and see if they can underline the eight mistakes.
  - Play the CD again for SS to check their answers. Get SS to compare with a partner and then play the CD again.
  - Finally, play the recording one more time for SS to try to correct all the information they have underlined. Then check answers.
    - 1. a 130-foot-high crane (not 30)
    - 2 in the early morning (not evening)
    - The man called the police (not the fire department).
    - 4 The firefighter realized the girl was asleep (not drunk).
    - 5 The firefighter called the girl's parents (not the girl herself).
    - 6 The rescue took two and a half hours (not two).
    - 7 The security guard wasn't asleep (he was watching
    - 8 The girl had never left the house before when she had sleepwalked.

### 5.10

CD3 Track 25

And finally on News Today the amazing story of a teenager who woke up this morning and discovered that she wasn't in bed - she was lying on top of a 130-foot-high crane!

In the early hours of the morning, a man on his way to work was passing a construction site in the city when he spotted the 15-year-old girl lying on the arm of the crane. He immediately called the police on his cell phone. The police and fire department arrived on the scene at 1:30 a.m., and at first they were worried that the girl might be intending to commit suicide by throwing herself off the crane. But when a firefighter climbed up the crane, he could see that the girl was asleep.

The firefighter realized that it could be very dangerous if the girl woke up suddenly. So he crawled along the 69-foot arm of the crane and carefully wrapped the girl in a safety harness before waking her up gently. The girl had a cell phone with her, and the firefighter was able to call her parents, who came to the construction site right away.

Finally, the girl was brought down from the crane on a ladder. The whole rescue operation took two and a half hours. Her parents were waiting for her on the ground, and obviously they were very relieved to see her safe and well. The question everyone wanted to know was "Why did the girl go to sleep on the top of a crane?" Well, the answer is that she had been sleepwalking! She had walked out of her house during the night without her parents noticing and sleepwalked to the construction site. There was a security guard there, but he didn't see her climbing the crane because he was watching TV. The girl's parents told the police that this wasn't the first time that she had sleepwalked but that she had never left the house before.

- **d** Focus on the task and quickly run through the questions. Then give SS, in pairs, a few minutes to discuss whether sentences 1–10 are true or false.
- e 5.11 Play the CD for SS to check their answers. Then play the recording again for SS to correct the wrong sentences. Get them to compare in pairs before playing the CD a final time.
  - 1 T
  - F (Sleepwalkers usually have their eyes open so they look awake.)
  - 3 F (It's fairly common. Eighteen percent of the population has a tendency to sleepwalk.)
  - 4 T
  - 5 T
  - 6 F (You can wake up a sleepwalker without any problem, although they may be confused and not know where they are.)
  - 7 F (They can trip over chairs, fall down stairs, even fall out of a window.)
  - 8 1
  - 9 T
  - 10 F (A man in Canada was recently found not guilty of killing his mother-in-law because he had been asleep at the time.)

## 5.11 CD3 Track 26

(audioscript in Student Book on page 127)

P = Presenter, M = Professor Miller

- P Now I imagine some of you are finding this story a little difficult to believe, so I've invited into the studio Professor Miller, who is an expert in sleepwalking. Professor Miller, does this story surprise you?
- M Not at all. I have treated people who have driven cars, ridden horses, and I had one man who even tried to fly a helicopter while he was asleep.
- P But how did this girl manage to climb a 130-foot
- M It would have been no problem for her. She would climb the crane just as easily as if she were awake.
- P And would her eyes have been open?

- M Yes, sleepwalkers usually have their eyes open. That's why sometimes it's difficult to know if someone is sleepwalking or not.
- P Is sleepwalking very common?
- M Yes. Research shows that about 18 percent of the population has a tendency to sleepwalk. In fact, it's much more common in children than in teenagers or adults. And curiously it's more common among boys than girls. Adults who sleepwalk are usually people who used to sleepwalk when they were children. Also, adult sleepwalking often happens after a stressful event, for example, after a car accident.
- P People always say that you should never wake a sleepwalker up when they're walking. Is that true?
- M No, it isn't. People used to think that it was dangerous to wake up a sleepwalker. But in fact this isn't the case. You *can* wake up a sleepwalker without any problem, although if you do, it is quite common for the sleepwalker to be confused, so he or she probably won't know where they are for a few moments.
- P So if we see someone sleepwalking, should we wake them up?
- M Yes, you should remember that another of the myths about sleepwalkers is that they cannot injure themselves while they are sleepwalking. But this isn't true. If a sleepwalker is walking around the house, they can trip or fall over a chair or even fall down stairs. The other day there was a case of a nine-year-old girl who opened her bedroom window while sleepwalking and fell 30 feet to the ground. Luckily, she wasn't seriously injured. So, you see, it is definitely safer to wake a sleepwalker up.
- P How long does sleepwalking last?
- M It can be very brief, for example, a few minutes.

  The most typical cases are of people getting up and getting dressed, or going to the bathroom. But it can occasionally last much longer, maybe half an hour or even more.
- P And what happens when sleepwalkers wake up? Do they remember the things they did while they were sleepwalking?
- M No, a sleepwalker usually doesn't remember anything afterward. So, for example, the girl who climbed up the crane will probably have no memory of the incident.
- P So, is a sleepwalker responsible for his or her actions?
- M A very good question, actually. A few years ago a man from Canada got up in the middle of the night and drove 12 miles from his home to the house where his parents-in-law lived and, for no apparent reason, he killed his mother-in-law. The man was charged with murder, but he was found not guilty because he had been asleep at the time he committed the crime.

### **Extra support**

If there's time, you could get SS to listen to both recordings again with the audioscripts on page 127 so that they can see exactly what they understood / didn't understand. Explain / translate any words or phrases that SS aren't sure about.



# 7 5.12 SONG / I don't want to miss a thing

• I don't want to miss a thing was originally recorded by the rock band Aerosmith in 1998. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on page 235.

CD3 Track 27

### I don't want to miss a thing

I could stay awake just to hear you breathing Watch you smile while you are sleeping While you're far away and dreaming I could spend my life in this sweet surrender I could stay lost in this moment forever Where a moment spent with you is a moment I treasure

### Chorus

Don't want to close my eyes I don't want to fall asleep 'Cause I'd miss you baby And I don't want to miss a thing 'Cause even when I dream of you The sweetest dream will never do I'd still miss you baby And I don't want to miss a thing

Lying close to you feeling your heart beating And I'm wondering what you're dreaming Wondering if it's me you're seeing Then I kiss your eyes And thank God we're together I just want to stay with you in this moment forever Forever and ever

### Chorus

I don't want to miss one smile I don't want to miss one kiss I just want to be with you Right here with you, just like this I just want to hold you close Feel your heart so close to mine And just stay here in this moment For all the rest of time

### Chorus

# **Extra photocopiable activities**

### Grammar

used to, be used to, get used to page 171

### **Communicative**

usually, used to, get used to page 209 (instructions page 192) Song

I don't want to miss a thing page 235 (instructions page 230)

## HOMEWORK

Study Link Workbook pages 47–49



**G** reporting verbs; as

V the media
P word stress

# **Breaking news**

# Lesson plan

This lesson's theme is the media. The first half of the lesson presents some true stories from the news that provide a context to review the basic rules of reported speech. The stories also introduce reporting verbs that are followed by gerund or infinitive constructions, such as *offer*, *convince*, *admit*, *deny*, etc. In the second half of the lesson, SS read about and listen to real life journalists talking about the good and bad sides of their job. The vocabulary focus of the lesson is the media, and pronunciation looks at word stress in reporting verbs. Finally, there is a mini grammar focus on *as*.

# Optional lead-in (books closed)

- Find out which English language news channels your SS watch, e.g., CNN, the BBC, Sky News, etc. Elicit opinions about them, e.g., how easy / difficult they are to understand and if they think that they provide a good coverage of the news.
- Find out if your SS have had any experience reading English newspapers, magazines, or websites, and elicit opinions.

# 1 GRAMMAR reporting verbs

- Books open. Focus on the headline and elicit opinions. The headline is ambiguous. It could mean that the man broke up with his wife at the gas station or that he left her behind. Then set a time limit for SS to read the text. Elicit opinions about what happened (the man left his wife behind).
- **b** Check what you know. Here SS quickly review the basic rules for reported speech. Focus on the task and then give SS time to complete the sentences. Check answers.
  - 1 if he was, he was
  - 2 where he was, them ... he was
  - 3 hadn't noticed
  - 4 would have

### **Extra support**

Before SS do the exercise in **b**, remind them what reported speech is by giving this example: "My name is Maria." She said her name was Maria.

Remind SS that reported speech is used when someone reports what someone else has said.

- If SS are having problems, go to the Workbook page 50.
   Go through the rules and do the exercise.
- Finally, write on the board: "Don't talk." I told you ..., "Please give me a pen." She asked him ...
- Ask SS how to complete the two reported sentences, and elicit that when you report an imperative or a request, you put the verb in the infinitive.

I told you **not to talk**. She asked him to give her a pen.

- **c** New grammar. Focus on the task and set a time limit for SS to quickly read all four stories to try to decide which one is <u>not</u> true (i.e., has been invented). Point out that there are glossaries for some of the stories.
  - When SS have read all four stories, get them to discuss with a partner which one they think is not true. You could have a class vote on this before giving the answer.

Locked out of her life is an invented story.

- **d** Focus on the instructions and the example, and give SS time to complete the task. It may be useful for SS to do this in pairs or compare their answers in pairs. Check answers, and for each one, elicit the underlined part of the text. Elicit / explain the meaning of each reporting verb.
  - 1 F has threatened to sue a neighbor
  - 2 B refused to give back their balls
  - 3 E had reminded her husband ... to make reservations
  - 4 H promised not to forget
  - 5 D persuaded them to come right over
  - 6 G warned ... not to try a trick like that again
  - 7 C asked negotiators to talk to the man
  - 8 A tried to convince him not to jump
  - Finally, deal with any other vocabulary problems SS might have had in the stories.
- e Tell SS to go to **Grammar Bank 5C** on page 140. Go through the examples and rules with SS.

### **Grammar notes**

SS should be familiar with basic reported speech (statements, questions, and imperatives with say / tell / ask) and this was quickly reviewed in Check what you know. Here SS are introduced to a number of specific reporting verbs that can be used instead of say / ask + reported speech and that are followed by either the infinitive or gerund. Some of these verbs and the structure following them have already been studied in lesson 5A. Their previous study of reported imperatives (e.g., He told me to open my suitcase) will help SS with pattern 2 after verbs such as advise, invite, etc.

Explain that using these reporting verbs is an alternative and more exact way of reporting what someone says, e.g.:

direct speech "I won't go."

reported speech He said that he wouldn't go.

reporting verb He refused to go.

Emphasize the use of the negative infinitive (not to do) and the negative gerund (not doing) after these reporting verbs. Some of these verbs can also be used with that + clause, often with a modal verb, e.g., I convinced her to come. I convinced her that she should come. However, it is probably confusing to point this out at this stage, and it's better to focus on getting SS to use the verbs correctly with either infinitives or gerunds.



- Focus on the exercises for **5C** on page 141 and get SS to do them individually or in pairs. Check answers after each exercise.
- a 1 paying
  - 2 to go out
  - 3 not to walk
  - 4 stealing
  - 5 to give up
  - 6 not to leave
  - 7 taking
- 8 not remembering
- **b** 1 suggested going
  - 2 refused to eat
  - 3 threatened to call
  - 4 denied writing
  - 5 invited me to have
  - 6 reminded Jack to go
- Tell SS to go back to the main lesson on page 77.

### 2 PRONUNCIATION word stress

### **Pronunciation notes**

- By now, SS have developed an instinct for how words in English are pronounced and will know that many two-syllable words in English are stressed on the first syllable. However, by coincidence, almost all the reporting verbs that SS learn in this lesson are stressed on the second syllable.
- Point out to SS the difference between the /s/ sound and the /z/ sound, e.g., *advise*, *accuse*, and *refuse* are all /z/.
- **a** Focus on the task and give SS time to underline the stressed syllable in each verb. You could get them to do this with a partner.
- **b** 5.13 Play the CD for SS to check their answers, before giving the right answers.

### See audioscript

	The state of the s
5.13	CD3 Track 28
a <u>ccuse</u>	
ad <u>mit</u>	
ad <u>vise</u>	
ag <u>ree</u>	
con <u>vince</u>	
de <u>ny</u>	
in <u>sist</u>	
in <u>vite</u>	
offer	
per <u>suade</u>	
promise	
re <u>fuse</u>	
reg <u>ret</u>	
re <u>mind</u>	
sug <u>gest</u>	
(threaten)	

• Focus attention on the box and go through it with the class. As a contrast, point out to SS that with verbs like *offer* and *threaten*, where the stress is on the <u>first</u> syllable, the final consonant is <u>not</u> doubled.

**c** • Focus on the task and give SS time to complete the sentences with the correct reporting verb. You may need to explain that in number 10 *I wish I hadn't* = I'm sorry that I did (something). This grammatical point is taught fully in lesson **7A**. Check answers.

2 refused 8 denied
3 agreed 9 admitted
4 promised 10 regretted
5 reminded 11 suggested
6 advised 12 accused

7 invited

- **d** 5.14 Focus on the task and explain that SS are going to hear the sentences on the left, but in a different order, and that they must respond with the corresponding reported sentence. Demonstrate the activity yourself before you play the recording.
  - Play the CD, pausing after each sentence for SS to call out the reported sentence.

### Extra challenge

Alternatively, you could play the recording again and this time get individual SS to respond.

5.14

CD3 Track 29

Don't forget to do it! I didn't do it! You did it! I wish I hadn't done it. I'll do it, believe me.

Let's do it.

No, I won't do it.

OK, I'll do it.

I think you should do it.

Would you like to do it?

Yes, it was me. I did it.

You sit down. I'll do it.

# 3 VOCABULARY the media

- Focus on the dictionary extract and the task. Elicit that
   [u] = uncountable. Give SS a few minutes to correct the sentences.
  - Check answers, explaining that although the word *news* has an *s* on the end, it is uncountable and so it is followed by a singular verb. To talk about individual items of news you have to use *some news* or *a piece of news*.
    - 1 The news on TV is always depressing.
    - 2 I have some / a piece of really exciting news for you!
    - 3 It's 9:00. Let's watch the news.
- b Tell SS to go to Vocabulary Bank The media on page 154. Focus on section 1 Journalists and people in the media and give SS time to match the words and definitions individually or in pairs. Check answers and drill pronunciation where necessary.

1 paparazzi
2 critic
3 sports commentator
4 reporter
5 editor
6 news anchor
7 freelance journalist
8 press photographer



 Now focus on section 2 Sections of a newspaper or news website and give SS time to match the words and pictures. Check answers. Elicit / explain that ads in classified ads is short for advertisements.

2 crossword puzzle

5 classified ads 6 horoscope 7 weather forecast

3 cartoon

8 front page

4 advertisment

 Focus on section 3 Adjectives to describe the media and give SS time to match the sentences. Check answers. Then get SS to look at the words in bold and try to guess their exact meaning. In a monolingual class, and if you know the L1, elicit the meaning in your SS' language or get them to check a dictionary.

#### 1 D 2 E 3 B 4 A 5 C

- Now focus on section 4 The language of headlines. This exercise focuses on the kind of language SS may see in headlines on newspaper websites and on TV news channels. Explain that the language of headlines is very specialized - words are usually short as the writers are always trying to save space. The same words tend to be used over and over, so it is worthwhile for SS to learn some very common ones here. Check SS' pronunciation of axed /ækst/.
- Give SS time to match the headline phrases with their meaning. Check answers.

#### 2 D 3 B 4 G 5 E 6 C 7 H 8 F

**A** Explain that to wed would not usually be used in conversation.

Then look at the headlines again and ask SS to think about how they would say them in everyday English. What kind of words get left out in headlines? What form or tense is used for a) the future b) the passive (all tenses)?

Articles and auxiliary verbs are often left out, e.g., A man was run over by a bus becomes Man run over by bus. The future is expressed by an infinitive, e.g., Torre to go, and passives by a past participle, e.g., Man stabbed in subway.

#### Testing yourself

For Journalists and people in the media SS can cover the words, look at the definitions, and try to remember the words. For Sections of a newspaper and news website they can cover the words, look at the photos, and try to remember the words. For Adjectives to describe the media they can cover 1-5, look at sentences A-E, and try to remember the adjectives. For The language of headlines they can cover the definitions A-H, read the headlines, and try to remember what the highlighted phrases mean.

#### Testing a partner

See **Testing a partner** page 18.

Study Link SS can find more practice of these words and phrases on the MultiROM and on the American English File 4 Website.

Tell SS to go back to the main lesson on page 78.

- c The new vocabulary is recycled in this speaking activity. Put SS in pairs or small groups of three or four. Focus on the task and then set a time limit for SS to read the questions and think about how they are going to answer them.
  - Now set another time limit for the pairs or groups to discuss each question.

#### **Extra support**

Answer the questions yourself first to help SS with ideas.

#### **4 READING & LISTENING**

- a Put SS in pairs and focus on the task. Set a time limit for SS to discuss the good / bad side of the two jobs. Elicit SS' ideas and write them on the board.
- **b** Emphasize that the two articles SS are going to read have been written by real journalists who both work for a newspaper.
  - Focus on the instructions and set a time limit for SS to read both articles. Then compare what the journalists said with the ideas you elicited from the class about those two professions.
- **c** Focus on the task and set another time limit for SS to read both articles again and choose the best option. Get SS to compare in pairs before checking answers.

#### Extra support

If there's time, you could go through both articles dealing with any vocabulary and comprehension problems.

- **d** Tell SS that they are now going to listen to two more journalists, a restaurant critic and a war reporter, talking about the good and bad sides of their jobs. SS should predict some of the things they might say. Elicit SS' ideas and write them on the board.
- e 5.15 5.16 Play the restaurant critic 5.15 for SS to check their predictions. Then play the recording again and get SS in pairs to mark the sentences T or F and say why the F ones are false. Check answers.

#### The restaurant critic

- 1 T
- 2 F (She can order them without worrying about what they cost.)
- 3 F (She can take a friend with her.)
- 5 F (It's difficult for her to go back because the owner might recognize her.)
- 6 T
- Then repeat the procedure for the war reporter 5.16.

#### The war reporter

- 1 F (They usually chose to be war reporters because they wouldn't be happy with regular hours.)
- 3 F (You work as part of a team.)
- 4 T
- 6 F (Two colleagues were kidnapped and a very good friend was killed.)



**5.15** CD3 Track 30

(audioscript in Student Book on page 127)
The best thing about my job is that I get to go to the best restaurants in the country and sometimes abroad, and I don't have to pay the check at the end of the evening. I get the chance to eat the most wonderful, exquisite food in restaurants that I wouldn't normally be able to afford and I can order the most expensive dishes and drinks without worrying about what it's going to cost.

The other great side of the job is that I can take a friend with me, so it's a good way of catching up with old friends, who I may not have seen for a while. And everyone loves a free meal in a fancy restaurant, so I rarely have to eat by myself.

Uh, the downside? Oh, well, there are several. I frequently have to eat a lot when I'm not really hungry. To do my job well, I have to try all the courses – you know, appetizer, main course, dessert, and sometimes I don't feel like eating so much, but I have to do it. I also have a problem with my weight now – it's very easy to put on weight when you eat out several times a week. In fact, most restaurant critics have a weight problem. Another problem is that if I write a bad review of a meal I have, it's difficult for me to ever go to that restaurant again, because the owner of the restaurant will probably recognize me. Another disadvantage of the job is that because I do it so often, eating out has lost a lot of its attraction for me. When the weekend comes, I prefer to eat at home rather than go out for a meal.

5.16 CD3 Track 31

(audioscript in Student Book on pages 127 and 128) Nearly all the foreign correspondents and war reporters that I've met are people who were looking for adventure. They're not the kind of people who would be happy with a nine-to-five job. They are people who got into the job precisely because it has very odd hours and involves going to difficult places. I mean, to some extent, the things that are difficult and potentially dangerous about the job are also the things that made you want to do the job in the first place and the reason why the job is so exciting.

Something else I really like about the job is that I work as part of a team – you sit down and have dinner together at the end of the day and talk things through with other journalists and photographers, and you're talking to people who have experienced the same things as you and seen the same things as you. And that's very important in this kind of work. One of the problems of the job is seeing a lot of horrific things and then going back home to normality. I remember a few years ago coming back from a war zone where I'd been for a long time, and I'd seen a lot of death and destruction, and then I went to a friend's wedding in my hometown. It was a beautiful day, everyone was having fun and talking about unimportant things, and I wanted to say, "Hang on, can't you see that there is something awful happening in the world?"

Another major worry about my job these days is the risk of being killed. Journalists used to get killed

only by accident, but now there are more and more cases of journalists being killed simply because they are journalists, and they are also becoming the target of kidnappers. Two of my colleagues have been kidnapped recently and a very good friend of mine was killed last year.

#### Extra support

If there's time, you could get SS to listen to the two recordings again with the audioscripts on page 127 and 128 so that they can see exactly what they understood / didn't understand. Explain / translate any words or phrases that SS aren't sure about.

 Finally, summarize by eliciting the good / bad sides of the two jobs.

#### Restaurant critic

Good side: can go to the best restaurants, it's free, can take a friend

Bad side: has to eat even when not hungry, weight problem, can't go back to places where the review was bad, eating out on weekends isn't appealing anymore War reporter

Good side: odd hours, going to difficult places, working as part of a team

Bad side: seeing a lot of horrific things, contrast between war zones and home, risk of being killed / kidnapped

**f** • Do this as an open class activity by eliciting ideas.

#### 5 SPEAKING

- Focus attention on the task and on the topic SS are going to debate. If possible, give some examples of a famous recent case of the media publishing a story about the private life of a celebrity.
  - Divide the class into groups of four, two As and two Bs, and make clear what each pair has to defend. Emphasize that SS should not worry if their real views are at odds with their role in the debate. The debate is purely to practice their English.
  - Set a time limit to give pairs **A** and **B** time to come up with the arguments that they will use in the debate.
- b The debate will work better if the two pairs of SS are sitting opposite each other. Focus on the instructions and stress that both sides are going to take turns presenting their main points. Get the As to open the debate, and tell the Bs to take notes of the points the As make. Then the Bs make their points and the As take notes. Again, set a time limit for each side, but let the activity continue or cut it shorter according to how well the debates progress.
- **c** Now tell both sides to check the notes they made to see if there are any more points they would like to argue against. Set another time limit and encourage SS to use reported speech *You said that* ...

#### Extra idea

With a small class you could have a class debate by dividing the class in half. You could then judge one side or the other to be the winner of the debate according to how well they made their points.

• Finally, find out what SS <u>really</u> think by getting a show of hands.

#### MINI GRAMMAR as

- Focus on the example sentences, which come from the reading and listening, and go through the four different uses of *as*. In a monolingual class, you could also contrast how the examples would be expressed in SS' own language.
- Focus on the task and give SS a couple of minutes to match sentences A–F with uses 1–4. Check answers.

A 1 B 2 C 4 D 3 E 3 F 2

#### **Extra support**

If you think your class needs more practice, use the extra photocopiable exercises on page 185.

 Finally, tell SS to go to Phrasal verbs in context File 5 on page 157 and complete the phrasal verbs that have come up in this File. (Answers on page 153)

### Extra photocopiable activities

#### Grammar

reporting verbs page 172

#### **Communicative**

Reporting verbs game page 210 (instructions page 192)

#### Vocabulary

Review race page 225 (instructions page 219)

#### **HOMEWORK**

Study Link Workbook pages 50-52



#### Lesson plan

In the first part of this lesson, the person interviewed is Sir Nicholas Kenyon. He was the director of the Proms (the classical music festival held for two months in the summer at the Royal Albert Hall in London) for 12 years and is now the managing director of the Barbican Centre in London, Europe's largest multi-arts center. In the second part of the lesson, people on the street are asked if they've been to a music festival and what it was like.

Video, which can be used instead of the Class Audio CD for these lessons (see Introduction on page 9). SS can get more practice on the MultiROM, which contains more of the short street interviews with a listening task and audioscripts.

#### Optional lead-in (books closed)

• Tell SS to go to **Vocabulary Bank** *Music* on page 153 and tell them to test themselves or each other on the words in section 1 **Instruments and musicians**. Then ask them which of the words are used especially in the context of classical music.

cello, organ, piano, violin, trumpet, bass, choir, composer, conductor, orchestra, soloist, soprano, tenor

#### THE INTERVIEW

**a** • Books open. Focus on the photos and get SS to tell you what they can see.

A man (Sir Nicholas Kenyon), a bassoon, a circular building (the Royal Albert Hall), and a conductor (Sir Simon Rattle).

- Now focus on the task and on the glossary. Go through it with the class, eliciting from them how to pronounce the words and phrases.
- **b** 5.17 Focus on the task. Put SS in pairs and give them time to read the questions. Encourage SS not to write anything down when they listen the first time. They should listen and try to get the gist of what is being said, and then discuss the questions with their partner.
  - Play the CD once (part 1). Give SS time to discuss the questions and tell each other what they understood.
     Then play the CD once or twice more. This time SS might want to jot down things they heard to help them remember the answers to the questions. Check answers.
    - 1 Use the Queen's Hall for a series of popular concerts (to bring classical music to a wider audience).
    - Taking away the seats on the floor of the hall so that people could stand and walk around.
    - 3 Because it is an abbreviation of Promenade concerts (people are able to walk around and stand during the music).
    - 4 Two months.
    - 5 They have to stand in line during the day.
    - 6 They dress and behave in an informal way, but they really listen to the music. There is an amazing level of concentration.

5.17

CD3 Track 32

(audioscript in Student Book on page 128)

- I = Interviewer, N = Nicholas Kenyon
- I Sir Nicholas Kenyon was the director of a music festival in London called the Proms for 12 years. How did the Proms start?
- N The promenade concerts started way back in 1895 when a brilliant impresario wanted to use a newlybuilt concert hall in London, the Queen's Hall, for a series of popular concerts that really brought classical music to the widest possible audience. There were important classical concerts during the year, but in the summer people tended to go away, society life finished, and so he had the brilliant idea of taking away all the seats on the floor of the hall, where the expensive people usually sat, and letting people come in and stand there and walk around and have a very informal experience of concert-going. The name "Proms" is an abbreviation of "Promenade Concerts" and it basically means that people are able to walk around and stand during the music.
- I How long do the Proms last?
- N The Proms lasts for two months in the summer, from the middle of July to the middle of September, and during that period there's one concert every day, two concerts on many days, three concerts on some days. So it's a very, very intense period of music-making, and people buy season tickets in order to be able to attend all the concerts, whether they do or not very few people attend actually all of them, except me and they come and they queue during the day in order to get the best places in the floor of the hall, where they stand.
- I World-class musicians perform at the Proms for much lower fees than they usually receive. Why do you think that is?
- N I think the Proms has an absolutely unique atmosphere... that's what orchestras and conductors who come here say. And so people do want to come and perform. What you get at the Proms is a wonderful mixture of total informality and total concentration. So that although people don't dress up to come to the Proms, they behave how they want, they actually absolutely listen to the music and that is a feature that so many conductors and orchestras really comment on the level of concentration is absolutely amazing.

#### Extra challenge

You could use the audioscript above to elicit more detailed answers from SS.

- c 5.18 Focus on the task and play the CD once (part 2). Give SS time to discuss the questions and what they understood. Then play the CD once or twice more. Check answers.
  - 1 They changed the concert program for that day and put in the Fauré requiem.
  - 2 He was going to conduct the Verdi requiem later that season. He had been a friend of Princess Diana's and wanted to dedicate the piece to her memory, but a week later he also died.

- 3 After Solti's death, Colin Davies conducted the Verdi requiem and dedicated it to the memory of Princess Diana and Solti.
- 4 The title of a piece of music by John Adams that had been programed for the last night of the Proms and that they had to change (because Princess Diana had been killed after a short ride in a fast car).
- 5 He was conducting this piece and, in a very quiet moment at the beginning, a cell phone started ringing. He stopped the piece, looked angrily at the person, and then started from the beginning again.
- 6 Sir Nicholas Kenyon was interviewed on the BBC the next day about this incident and in the middle of the interview, <u>his</u> phone rang.

5.18

CD3 Track 33

(audioscript in Student Book on page 128)

- There must have been many truly memorable concerts during your time as director of the Proms. Could you tell us about one of them?
- N The death of Princess Diana was particularly difficult because, of course, she lived just across the road in Kensington Palace from where the Proms happen, in the Royal Albert Hall. We changed some programs to make them more appropriate. On the day of her funeral, we put in Fauré's requiem to the program. Very oddly we had programed two or three requiems in that last two weeks of the season and they fitted very, very well. We then lost another major figure of the musical world, the conductor Sir Georg Solti, who was to have conducted the Verdi requiem on the last Friday of the season, and he was... and he had been a very good friend of Princess Diana and indeed had rung me up just after Diana's death to say that he wanted to dedicate this Verdi requiem to her memory. As it turned out, he died just a week later and so another conductor, Colin Davies, took over that Verdi requiem and dedicated it to both of them, and it was a fantastically charged atmosphere in the hall. I can't remember such an electric occasion as that.
- I There was also another strange coincidence in the program at the time of Princess Diana's death in 1997. Could you tell us about it?
- N A wonderful American composer called John Adams had written an absolutely wonderful piece, which we were going to do on the last night of the Proms in 1997. Unfortunately... I mean, it could have been called absolutely anything this piece, it's a whirling abstract piece of fanfare music. Unfortunately, he had called it *Short Ride in a Fast Machine*. And so it was perfectly obvious from the first moment that we had to take that piece out and change the program.
- I Are there any embarrassing or amusing experiences you remember?
- N One of the things that was a real challenge to the Proms was the arrival of the mobile phone, because in the beginning, people didn't know how to use them, when to switch them off, and the Albert Hall is a very, very big space and mobile phones would go off in concerts and it could be very embarrassing. Usually, because they were in the middle of the music, conductors just ignored them and people got embarrassed and switched them off. But there was one particular incident that was just so awful because Stravinsky's *The Rite of Spring* starts with a very, very exposed quiet bassoon solo, and Simon Rattle and the

Berlin Philharmonic, making one of their first appearances together at the Proms, had just begun that piece when a mobile phone went off very loudly in the stalls and Simon Rattle stopped the bassoonist and turned round and glared at this person in the stalls, and there was a round of applause and everything. So anyway, it restarted and the performance was a spectacular success and it was wonderful. But this was such an incident, that he had actually stopped it, that it became the subject of a lot of media attention and there were paragraphs in the papers, and I had to go and be interviewed the next day at home for a Radio 4 program about mobile phones going off in concerts, and in the middle of this interview, my own phone went off and it's a wonderfully classic little bit of tape, my embarrassment at the same thing happening to me.

- d 5.19 This exercise gives SS intensive listening practice in deciphering phrases where words are often run together, and introduces them to some common English expressions. Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing words, and then the meaning of the whole phrase. Repeat for the other five phrases.
  - 1 way back (= informal way of saying a long time ago)
  - 2 walk around (= a phrasal verb that means walk here and there)
  - 3 except me (= I am the only one)
  - 4 turned out (= a phrasal verb that means happened in the end)
  - 5 **took over** (= a phrasal verb that means took control of a situation)
  - 6 I mean (= I want to say often used when speaking, to give yourself time when you want to rephrase something or before you explain something)

#### 5.19

#### CD3 Track 34

- 1 The Promenade Concerts started way back in 1895.
- 2 ...it basically means that people are able to walk around and stand during the music
- 3 Very few people attend actually all of them, except me.
- 4 As it turned out, he died just a week later.
- 5 ...and so another conductor, Colin Davies, took over that Verdi requiem ...
- **6** Unfortunately, I mean, it could have been called absolutely anything ...
- Tell SS to go to page 128 and to look at the audioscript for the interview. Play the CD (part 1 and part 2) again and tell SS to read and listen at the same time. Deal with any vocabulary problems and ask SS what parts they found hard to understand and why, e.g., speed of speech, elision, pronunciation, etc.
  - Finally, focus on the questions. You could also ask SS Which of the anecdotes did you find most memorable? Get SS to answer in pairs or as a whole class. Then elicit responses from the whole class.

#### ON THE STREET

- **a** 5.20 Focus on the photos of the people and elicit impressions (possible age, occupation, etc.).
  - Focus on the task and the festivals, and ask SS if they have heard of any of them. Explain that Austin City Limits and Kerrville Folk Festival are music festivals in Texas, EarthFest is a Boston musical festival that focuses on environmental issues, Sounds of the Underground is a tour that features extreme metal bands, and Lollapalooza is a tour that features alternative rock and hip-hop music.
  - Play the CD once, and get SS to compare ideas. Then play it again pausing after each speaker to check answers.

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#### 5.20

CD3 Track 35

(audioscript in Student Book on page 128)

I = Interviewer, S = Savanna, T = Tim, Ch = Christina, C = Curt

#### Savanna

- I Have you ever been to a music festival?
- s Yes, I'm from Austin, Texas, and so I've been to the Kerrville Folk Festival and the Austin City Limits Music Festival.
- What are they like? Tell us about it.
- S The Kerrville Folk Festival is a little bit more laid-back. And it's beautiful country, it's out in the country, so it's kind of a camping experience, a lot of fun, great food. And Austin City Limits, which is also called ACL, is usually very hot because it's in September and it's urban and a lot of great music acts. I just remember it always being very hot.

#### Tim

- I Have you ever been to a music festival?
- Yes. The Lollapaloozas, way back not to date myself, but it was a while ago.
- I What was it like?
- T Uh... It was a lot of fun. I mean, I was... I've been to probably a hundred shows and it was a fantastic one. And it had... the first couple had, you know, my favorite bands Jane's Addiction, uh, Soundgarden early on so all those were sort of what I was listening to at the time, so it was perfect. It was great.

#### Christina

- I Have you ever been to a music festival?
- Ch Oh, I've been to one huge music festival, uh, which is called EarthFest. And it's one day of bands coming right along the water and they play and there's food concession stands and lots of people, so it's a lot of fun.
- Tell us more. What was it like?
- Ch When we got there first we picnicked a little bit during the morning and then in the afternoon we would walk around. And there's a lot of... companies that come and bring samples, so we would walk around and sample the food and then we would walk to the music, listen to some of the bands play, and then just hang out there for the rest of the day.

#### Curt

- I Have you ever been to a music festival?
- C Uh, yeah, I have been to the Sounds of the Underground festival, which is a big national heavy metal tour. I took my 14-year-old cousin I think I was the oldest guy there. It was... It was pretty fun.
- I What was it like?
- C Uh, well, you know, I was... I was big into metal when I was young and his age, and used to go to a ton of shows, so it was like being in that environment, but now being just a little bit too old, and it made me really uncomfortable. But the new bands are great! And it was fun to watch the ones that have been around since I was into it, still up there rocking out.
- **b** Focus on the task and give SS time to go through the sentences. Play the CD once. Get SS to compare what they think. Play it again if necessary and check answers.

1 Curt

3 Tim

2 Christina

4 Savanna

- c 5.21 Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing word and then the meaning of the whole phrase. Repeat for the other three phrases.
  - 1 laid-back (= casual and relaxed)
  - 2 a lot of fun (= very fun)
  - 3 hang out (= informal way of saying stay in one place and not do anything in particular)
  - 4 a ton of (= informal way of saying a lot of or many)

#### **5.21**

CD3 Track 36

- 1 The Kerrville Folk Festival is a little more laid-back.
- 2 It was a lot of fun.
- 3 And then just hang out there for the rest of the day.
- 4 ... and used to go to a ton of shows ...
- Tell SS to go to page 128 and to look at the audioscript for ON THE STREET. Play the CD again and tell SS to read and listen at the same time. Deal with any vocabulary problems and ask SS what parts they found hard to understand and why, e.g., speed of speech, elision, pronunciation, etc.
  - Finally, focus on the two questions that the interviewer asked the people, and get SS to interview each other in pairs. Then elicit responses from the whole class.

#### **HOMEWORK**

Study Link Workbook page 53



#### Lesson plan

In this writing lesson, SS learn to write a formal letter (or e-mail) of complaint. You may want to point out to SS that when writing an e-mail, they shouldn't include any addresses. The writing skills focus is on distinguishing between formal and informal register.

- Focus on the picture of the family and elicit ideas for why they might look unhappy.
  - Now focus on the task and set a time limit for SS to read the letter and answer the questions. Tell them not to worry about the missing words at this point. Check answers. Point out that the date goes under the sender's address and should be written out in full (month / date / year). Explain that in a business letter, a colon (:) is usually used after the addressee's name.
    - 1 The Guest Relations Representative of the Cafe Royale chain of restaurants.
    - 2 Because he wants to complain about an unsatisfactory experience he and his family had at a Cafe Royale restaurant.
    - 3 He wants an explanation and an apology.
- **b** Focus on the task and emphasize that when you write a formal letter / e-mail you generally use a more formal kind of language. Give SS time to complete the letter with the more formal alternative in each case. Get them to compare their answers with a partner. Check answers.
  - 2 on many occasions
  - 3 pleasant
  - 4 on this particular evening
  - 5 an extremely rude
  - refused to
  - 7 will not do so again
  - 8 unacceptable treatment
  - 9 Sincerely
- **c** Focus on the situation and the task.

#### Extra support

You could brainstorm typical problems you might have in a hotel, e.g., you didn't get the type of room you had reserved / the room was dirty / the receptionist was rude, etc.

- Go through the **Typical openings** of the **Useful language** box and elicit possible continuations to the two sentences *I am writing to complain about / to express my dissatisfaction with ...*
- Point out that it is best to obtain the name of the appropriate person to write to, or you can use a title, e.g., Guest Services Representative.
- Finally focus on **Typical endings.** *Sincerely* is the most common in a formal letter.

#### WRITE a formal letter

Go through the instructions. Then either get SS to plan and write the letter in class (set a time limit of about 20 minutes) or get them just to plan in class and write at home, or assign both planning and writing for homework. If SS do the writing in class, get them to exchange their letters with another student to read and check for mistakes before you collect them.



For instructions on how to use these pages, see page 31.

#### **GRAMMAR**

			ec										ıus		
			h												ng
			i to							a					
			ee							g					
										b					
			asl												

#### **VOCABULARY**

a 1 conductor	6 <u>jour</u> nalist
2 vio <u>li</u> nist	7 <u>so</u> loist
3 drummer	8 re <u>por</u> ter
4 editor	9 photographer
5 composer	10 <u>ra</u> pper
<b>b</b> 1 weather forecast	6 censored
2 review	7 pillow
3. biased	8 snore
4 catchy	9 nap
5 tune	10 insomnia

#### **PRONUNCIATION**

a 1 whole (it's		rate (it's /æ/)
		on (it's /u/)
2 convince		
3 crossword		
b gui <u>ta</u> rist, <u>or</u> c		

#### **CAN YOU UNDERSTAND THIS TEXT?**

1 b 2 a 3 b 4 b 5 c 6 a 7 b 8 c

#### **CAN YOU UNDERSTAND THESE PEOPLE?**

a A no			F. 1			
<b>B</b> 5			F 4			
C 2			$\mathbf{G}$ 3			
	t menti					
			5 C			
b 1 с						

**5.22** CD3 Track 37

1 The results of the tests have come back from the lab and they were positive. We'll have to wait until next week for the board to decide on how long he'll be suspended, but most people are predicting that his punishment will be fairly tough in order to set an example for the younger players. So we definitely won't be seeing him in any games in the near future, and he could be facing as much as a two-year ban.

- 2 Her nomination widens her lead as the mostnominated woman in the history of the Academy Awards. Her tally now extends to 14 nominations and two wins, and if she wins again this year, that will make it three. However, she faces stiff competition, mainly from outside the US.
- 3 After a chilly start to the day, tomorrow will be mild and overcast all over the region with a chance of scattered showers, especially later in the day.
- 4 An overturned truck has completely blocked the eastbound side of the Long Island Expressway. Police advise motorists to find an alternate route if at all possible. However, the Belt Parkway is now clear in both directions. And delays are likely on the Long Island Railroad, due to repair work.
- 5 A 45-year-old man has been charged with arson in connection with a forest fire that burned 100 acres in San Bernardino National Forest last week. Frank Slatterley from Victorville denies the charge and will appear in court tomorrow morning.

5.23 CD3 Track 38

#### I = Interviewer, G = Guest

- I Why can the same sound be beautiful music for some people, and for others just noise – and probably unpleasant noise?
- G Well, there are two main reasons. The first has to do with rules. Music has rules, and if you understand the rules, you enjoy the music. If you don't, for you it's noise. It's just like a language. If you listen to a language you don't understand, for you it's just noise. A good example is modern classical music. Most music over the last 500 years has been tonal. That means it has tunes, harmony, and so on, and those are the rules that most of us understand. But when some classical composers in the 20th century started writing atonal music, they "broke the rules," and for most people this just sounds like noise until you learn to understand the new rules of atonal music. The same is also true of a lot of experimental jazz, where musicians are improvising.
- I And the second reason?
- G The second reason is the cultural associations that music has for us. A lot of young people, for example, associate opera or classical music with boring older people, a stuffy concert hall, music that goes on forever... So for them it is noise. There's a shopping mall where they had a problem with a group of young people hanging around in the afternoons and evenings. So they decided to play classical music instead of playing the usual pop music. The teenagers found it so "uncool" that they stopped coming. And of course for many older people, when they hear any music with a strong beat, they don't hear it as music; they just hear it as thump, thump, thump, and for them it also has negative associations.

**G** articles

V collocation: word pairs

P sentence stress

## Speaking to the world

#### File 6 overview

Lesson **6A** consolidates and expands SS' knowledge of the rules governing the use and non-use of definite and indefinite articles. **6B** deals with uncountable, plural, and collective nouns (e.g., *luggage*, *clothes*, and *staff*) and there is a mini grammar focus on *have something done*. Finally, in **6C** SS review and extend their knowledge of quantifiers, e.g., *all*, *both*, *neither*, etc. The lexical areas covered in this File are word pairs (*ladies and gentlemen*), towns and cities, and science.

#### **Lesson plan**

In this lesson, SS review and extend their knowledge of the use and non-use of definite and indefinite articles. The general topic of the lesson is public speaking. In the first part of the lesson, the topic is famous speeches, starting with the controversy surrounding Neil Armstrong's famous words when he stepped on the moon. (Did he make a mistake by omitting an indefinite article?) SS will hear extracts from the original recordings of speeches made by famous people. In the second half of the lesson, SS listen to people talking about disasters that happened to them when speaking in public, and they also learn tips for giving a good presentation. The lesson finishes with SS preparing and giving a presentation. The vocabulary focus is on word pairs, e.g., peace and quiet, now and then, and pronunciation gives SS more practice with sentence stress.

#### Optional lead-in (books closed)

- Write the following on the board
   NASA Apollo liftoff Mission Control countdown
- Ask SS what they have in common and elicit that they all have to do with space and space travel. Then elicit what each thing is.

NASA = National Aeronautic and Space

Administration (the agency in charge of the US space

program).

Apollo = the name of the program organized by NASA to put people on the moon, and also the name of the

spacecraft used.

liftoff (noun) = the moment when a spacecraft leaves the ground. A spacecraft *lifts off* (it doesn't *take off*). Mission Control = the people at NASA who manage the flight.

countdown = the counting backwards (10, 9, 8, etc.) that is done before liftoff.

#### 1 READING

**a** • Books open. Focus on the quiz and get SS to choose the answers with a partner. Elicit what the most popular answers are, but don't tell them at this stage who is right.

- **b** Focus on the instructions. If necessary, explain *controversy* (= public discussion and argument about something that people strongly disagree about), and then set a time limit for SS to read and check their answers to the quiz and to find out what the controversy is.
  - Check answers to the quiz first, and elicit / explain the meaning of a giant leap (= a very big jump) and mankind (= all humans). Then elicit from the class what the controversy was and why the missing a is important.

a 1 c 2 b 3 c

b The controversy was about what Neil Armstrong actually said when he landed on the moon. Did he say "One small step for man ..." or "One small step for a man ..."?

The a is important because the sentence makes sense

The a is important because the sentence makes sense with it. ("One small step for an individual man, but a giant leap for all humans.") Without the article a, the sentence doesn't make sense as it means "One small step for all humans, one giant leap for all humans."

- Focus on the task. Set a time limit for SS to re-read the article. Then put SS in pairs for them to say what they remember about each date, time, etc.
  - Check answers.

#### Extra challenge

You could alternatively write the prompts (July 20, 1969, etc.) on the board and get SS to do the task with their books closed.

July 20, 1969 was the date of the first moon landing. Six hours and 40 minutes is the time the astronauts spent in the spacecraft between landing on the moon and stepping out of the capsule.

Five hundred million people watched or listened to the

moon landing live.

Buzz Aldrin was the second man to step on the moon. First Man is the name of one of Armstrong's

James Hansen is the author of *First Man*.
Peter Shann Ford is the computer expert who discovered through sound analysis that Armstrong really did say the *a*.

**d** • Focus on the task and make sure SS cover the article because all the words they have to make are in there. Explain that they have to add something to the end of the word (a suffix) and maybe something to the beginning (a prefix). Check answers and elicit whether they are nouns or adjectives. Elicit which syllable is stressed and drill pronunciation.



- 2 mankind (noun) = all humans, humanity
- 3 momentous (adj) = very important or serious
- 4 meaningful (adj) = having a clear meaning
- 5 memorable (adj) = worth remembering
- 6 inaudible (adj) = can't be heard

#### **Extra support**

At this point you could go through the text with the class, pointing out useful expressions and eliciting / explaining the meaning of new words and phrases.

e • 6.1 Finally, tell SS that they are going to hear the original recording of Neil Armstrong speaking from the moon to see if they think he said "One small step for man (or *a* man)." Warn them that, understandably, the recording is rather crackly. They will almost certainly not hear the *a*.

**6** 1

CD3 Track 39

Neil Armstrong original recording
That's one small step for (a) man, one giant leap for
mankind.

#### 2 GRAMMAR articles

- Focus on the task and make it clear to SS that the mistakes have all to do with using or not using a or the. Get SS to compare with a partner and then check answers, getting SS to tell you why they think the wrong ones are wrong.
  - 1 in the US 🗸
  - 2 a shy boy , the books and the music
  - 3 in the college
  - 4 the first man , a the moon
  - 5 by people all over the world ✓
  - 6 a an astronaut, the US navy ✓
  - 7 to give the autographs
  - 8 some of the Armstrong's hair
- **b** Tell SS to go to **Grammar Bank 6A** on page 142. Go through the examples and rules with SS.

#### **Grammar notes**

High-intermediate SS should be familiar with the basic rules for using articles, but this is an area that can be very difficult for some SS who don't have articles in their L1.

#### basic rules

The basic rules are reviewed here, and SS are introduced to new areas such as the use of articles with institutions, e.g., *prison*, and with geographical and other place names, e.g., names of streets, hotels, etc.

• rule 2: (non-use of the definite article when generalizing) is an area where SS often make mistakes, e.g., *The men are taller*...

#### institutions

The use and non-use of *the* with *prison*, *jail*, *college*, *church*, *school*, etc., is a confusing point but with a clear rule. It will help to give SS other examples, e.g.:

I'm in college (= I am a student there) NOT <u>I'm in the college</u>. The college is in the center of town (= we are talking about the buildings)

*I go to church every Sunday. The murderer is in prison* (= no definite article)

Other words that are used like this are *mosque*, *synagogue* (and other places of worship).

#### geographical names

The number of rules here, most of which are new for SS, may seem overwhelming. Emphasize, however, that SS should already have a good instinct for whether they need to use *the* or not. Also point out that the easiest way to internalize the rules is by learning and remembering a clear example, e.g., *Fifth Avenue*, *the Amazon River*, *the Mediterranean Sea*, *Mount Fuji*, *the Andes*, etc.

• Focus on the exercises for **6A** on page 143 and get SS to do them individually or in pairs. Check answers after each exercise.

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- Tell SS to go back to the main lesson on page 85.
- c Focus on the photos and elicit who the three people are and if SS know anything about them. Then get SS to read the biographical data. If you have younger SS, you may need to provide more information about these people.

#### **Extra support**

You could check comprehension by asking them a few questions about each man, e.g., When was Churchill the British Prime Minister? What did he mean by "the iron curtain"?, etc.

- Now tell SS that they are going to read three extracts from speeches made by these famous men. First, they should read the extracts and complete them with articles where necessary. Then SS will hear the original recordings of them speaking. Remind SS that they have glossaries to help them.
- **d 6.2** Now play the CD. Pause after Churchill's extract and check answers. Repeat with the other two extracts. Then check answers.

# Churchill 1 the 2 - 3 the 4 an 5 the 6 the 7 the 8 - 9 the 10 the Martin Luther King 1 a 2 - 3 a 4 the 5 the Al Gore 1 the 2 a 3 a 4 the 5 - 6 the 7 the

#### **〔6.2** 》

CD3 Track 40

Winston Churchill original recording
From Stettin in the Baltic to Trieste in the Adriatic,
an iron curtain has descended across the continent.
Behind that line lie all the capitals of the ancient states
of Central and Eastern Europe. Warsaw, Berlin, Prague,
Vienna, Budapest, Belgrade, Bucharest, and Sofia, all
these famous cities, and the populations around them,
lie in what I must call the Soviet sphere.



Martin Luther King original recording

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

Al Gore original recording

We, the human species, are confronting a planetary emergency, a threat to the survival of our civilization that is gathering ominous and destructive potential even as we gather here. But there is hopeful news as well: we have the ability to solve this crisis and avoid the worst – though not all – of its consequences if we act boldly, decisively, and quickly.

• Finally, get SS to listen to the three speeches again and ask which they think is (or was) the most dramatic.

#### Extra idea

Ask them who they think are good, charismatic speakers among today's politicians and statesmen / stateswomen.

#### 3 PRONUNCIATION sentence stress

#### **Pronunciation notes**

This exercise reminds SS of the reduced pronunciation of articles in general and the difference between the two pronunciations of *the* (depending on whether the article precedes a word beginning with a vowel sound.)

6.3

CD3 Track 41

- 1 The first man on the moon was an American.
- 2 The president of the company is a woman.
- 3 There are some beautiful lakes in the south.
- 4 The man was sent to prison for robbing a bank.
- 5 The Fourth of July falls on a Thursday.
- 6 The Indian Ocean is to the east of Africa.
- **b** Focus on the task. Play the CD again for SS to underline the stressed words. Check answers, and elicit answers to the two questions.

The vowel sound of  $a \mid an \mid the$  in 1–5 is /ə/. The is pronounced /ði/ in 6 because the words that follow the article, *Indian* and *east*, begin with a vowel sound.

#### Extra support

Give SS some more examples of when *the* is pronounced /ði/, e.g., *the end*, *the answer*, *the island*, *the umbrella*, *the other one*, etc., and get SS to say them.

Remind SS that if a vowel is <u>not</u> pronounced as a vowel sound, e.g., *the university*, then the article is pronounced *the* /ə/.

c • Put SS in pairs and give them time to practice saying the sentences. Monitor and check their rhythm and pronunciation of *the* /ə/.

#### 4 6.4 SONG Space oddity

• Space oddity was originally recorded by David Bowie in 1969 and released to coincide with the first moon landing. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on page 236.

6.4

CD4 Track 2

#### Space oddity

Ground Control to Major Tom, Ground Control to Major Tom:

Take your protein pills and put your helmet on Ground Control to Major Tom, commencing countdown, engine's on

Check ignition, and may God's love be with you

This is Ground Control to Major Tom, you've really made the grade

And the papers want to know whose shirts you wear Now it's time to leave the capsule if you dare

This is Major Tom to Ground Control, I'm stepping through the door

And I'm floating in a most peculiar way And the stars look very different today

For here am I sitting in a tin can, far above the world Planet Earth is blue, and there's nothing I can do.

Though I'm past one hundred thousand miles, I'm feeling very still

And I think my spaceship knows which way to go Tell my wife I love her very much. "She knows."

Ground Control to Major Tom Your circuit's dead. There's something wrong. Can you hear me, Major Tom? Can you hear me, Major Tom? Can you hear me, Major Tom? Can you ...

Here am I floating round my tin can, far above the Moon Planet Earth is blue, and there's nothing I can do.

#### 5 LISTENING

- **a** Either get SS to answer the questions in pairs and then elicit responses, or do them as open class questions and elicit SS' experiences. If you have a story of your own, tell it to the class.
- **b** Focus on the article and the task. Give SS a couple of minutes to read the article and elicit the answer from the class.

The speaker should have remembered to get to know, as much as possible, his / her audience beforehand (tip 6).

- **c** Focus on the pictures and give SS time to look at them. Then elicit ideas as to what the problem was in each one. Don't tell SS if they are right or wrong.
- **d 6.5** Play the CD once for SS to number the pictures. Check answers. Did SS guess any of the situations correctly?

A 5 B 1 C 4 D 2 E 3



**6.5** CD4 Track 3

- (audioscript in Student Book on page 128 and 129) 1 I was giving a talk to about two hundred people in a large hotel room in Poland. About halfway through the talk, I realized that something was flying around the room. At first, I just ignored it, since I thought it was probably a bird that had come in through the window, but after a while I noticed that the women in the audience were following its movements with their eyes and were not looking very happy. It was then that I realized that it was a large bat. The next moment, I could see from the audience's eyes that it was directly above my head. I'm really frightened of bats, and I just panicked. I tried to continue, but I couldn't concentrate, and I kept forgetting what I was going to say. So I hurried through the last part of the talk, and then as soon as I finished, I rushed out of the room. It was awful; I'll never forget it!
- 2 I get invited to talk to teachers all around the world, and this time I was in Mexico giving a talk to some English teachers. I think I'm a good speaker, if I do say so myself, and usually the audiences enjoy my talks and are interested in what I'm saying. But after about ten minutes, I realized that something was wrong. The audience wasn't laughing at my jokes, and some people were looking very unhappy. Then I saw several people get up and walk out of the hall. I just couldn't figure out what was going on. I'd given a presentation there the year before, and the audience had been really enthusiastic. Finally, I just stopped and asked them, "Is anything the matter? You don't seem to be enjoying this." And one teacher said, "Actually, the problem is that you gave exactly the same talk last year, so we've heard it all before." I didn't really know what to do at this point. I just apologized profusely and invited the people who had already heard the talk to leave, which, unfortunately, was almost everybody.
- 3 I was giving a presentation to a rather serious group of business people in Germany. They listened politely for 45 minutes, and at the end I asked for any questions. Nobody said anything. Then a young man stood up and said to me, "Sir, your fly is open." I looked down at my zipper and realized that it was.
- 4 I had to give a talk to some students at a university in Washington, D.C. It was in the science and technology department of the university, so I didn't think there would be any problems with the equipment. I'd seen the auditorium before, and it was a nice room, good sound and screen, and so forth. But as soon as I began my talk, people started complaining that they couldn't see the slides there was something wrong with the projector and the screen was too dark. So I started touching keys on my laptop, and I don't know what I did, but I managed to delete the whole presentation. So there I was with no presentation notes at all, nothing, and I had to improvise from what I could remember. It was all very embarrassing.
- 5 I had to give a business presentation to a company in Montreal one time. I flew in from Chicago that morning, and after I'd gotten to my hotel and checked in, I thought I'd go for a walk since it was such a

beautiful day and I had plenty of time. My talk wasn't until one o'clock, and I was well prepared. I was strolling along by the river, enjoying the sunshine, when I noticed that several people at the cafes were already having lunch. I thought it was a little early for lunch and checked my watch - it was only a quarter to twelve. And then I suddenly realized that I'd forgotten to change my watch. Chicago is one hour behind Montreal, so that meant it was actually a quarter to one. My presentation was supposed to start in 15 minutes. I desperately looked for a taxi to take me first back to my hotel and then to the company's offices where I was going to give the presentation. I finally arrived 20 minutes late and very stressed - and the worst thing of all was that the title of the talk I was giving was "How to manage your time better"!

- **e** Focus on the questions A–E and play the CD again, pausing after each speaker to check the answer and to elicit why the presentation was a disaster. Then do the same for the other four speakers.
  - A speaker 2 He had given exactly the same presentation the year before.
  - B speaker 5 He hadn't realized that Montreal was one hour ahead of Chicago and arrived late for his presentation which was about how to manage your time better.
  - C speaker 1 A bat was flying around the room, and she was scared of bats.
  - **D speaker 4** She touched the wrong button on the computer and deleted the presentation.
  - E speaker 3 He didn't realize that the zipper on his pants was open.

#### **Extra support**

If there's time, you could get SS to listen to the recording again with the audioscript on pages 128 and 129 so that they can see exactly what they understood / didn't understand. Explain / translate any words or phrases that SS aren't sure about.

#### **Extra challenge**

Alternatively, you could play all the speakers one after another, check answers, and elicit extra information about the disasters at the end.

- **f** Focus on the questions and get SS to go back to the **Top ten tips.** Then put SS in pairs to discuss the three questions. Elicit experiences.
  - 1 Speaker 1: tip 3 Speaker 4: tip 10 Speaker 5: tip 5

#### **Extra support**

You could do these questions with the whole class.

#### **6 VOCABULARY** collocation: word pairs

a • Ask SS what would be the typical first words when someone makes a formal speech or presentation in English, and try to elicit *Ladies and Gentlemen*. Then ask SS if they think it is also OK to say *Gentlemen and Ladies*. Then focus on the information box and go through it with the class. Elicit the equivalent expressions in SS' languages and ask them which order the words come in.



- **b** Focus on the instructions. Do one with the class. Ask SS which word (from circle B) often goes with *loud* (from circle A) and elicit *clear*. Then ask SS if we say *loud and clear* or *clear and loud*. Elicit that it is the former. SS then continue matching the pairs. Don't check answers yet.
- Focus on the task and get SS to do it individually or in pairs.
- **d 6.6** Play the CD for SS to check the answers to **b** and **c**. Get SS to compare the order in these expressions with their L1.

#### See audioscript

#### 6.6

CD4 Track 4

loud and clear bread and butter thunder and lightning knife and fork black and white bed and breakfast salt and pepper

peace and quiet

right or wrong now or never more or less sooner or later all or nothing once or twice

#### Extra idea

You could get SS to test each other by saying the first word from each pair for the partner to complete the expression, e.g., A loud B and clear.

 Tell SS that they are now going to look at some more word pairs that are idioms. Focus on the task and give SS time to match the idioms and meanings. Check answers.

#### 1 B 2 G 3 D 4 H 5 C 6 A 7 E 8 F

**f** • This exercise recycles some of the expressions SS have just learned. Focus on the sentences and give SS time to complete them. Check answers.

。 1987年 - 《日本文》(1982年)

- 1 now and then
- 2 now or never
- 3 safe and sound
- 4 peace and quiet
- 5 Sooner or later
- 6 law and order7 sick and tired
- 8 thunder and lightning

#### 7 SPEAKING

- that a *chunk* is a reasonable amount of something, e.g., a chunk of cheese. Point out that there will always be a pause after periods and commas but that there are also pauses that are not marked by any punctuation. All pauses help the listener to follow what is being said.
  - Play the CD once and get SS to compare with a partner. Then play it again and check answers.

#### See audioscript

6.7

CD4 Track 5

Good <u>afternoon</u>, <u>everyone</u> / and <u>thank</u> you for <u>coming</u>. / I'm <u>going</u> to <u>talk</u> to you <u>today</u> / about <u>one</u> of my <u>hobbies</u>, / <u>collecting comics</u>. / <u>Since</u> I was a <u>child</u> / I've been <u>crazy</u> about <u>comics</u> and <u>comic books</u>. / I <u>started reading <u>Batman</u> and <u>Superman</u> / when I was <u>nine</u> or <u>ten</u>. / <u>Later</u>, / when I was a <u>teenager</u>, / some <u>friends</u> from <u>school</u> / <u>introduced</u> me to <u>manga</u>, / which are <u>lapanese comics</u>. / I've been <u>collecting</u> them / for about <u>five years now</u>, / and I'm <u>also learning</u> to <u>draw</u> them.</u>

**b** • Focus on the task and suggest SS do this lightly in pencil. This will also help SS to get the rhythm right in an extended piece of speaking. Play the CD again. Pause after each sentence for SS to underline the stressed words. Check answers.

See audioscript

#### Extra challenge

Alternatively, you could get SS to underline the stressed words before they listen again. Then they listen to check.

- Get SS in pairs to practice reading the speech, making the right pauses and stressing the right words.
- c Focus on the instructions. Set a time limit for SS to prepare their presentation, and monitor and help with vocabulary. Encourage SS to make a plan and write notes rather than writing the presentation out in full.

#### **Extra support**

Less confident / proficient SS might want to write up their presentation, perhaps for homework, and then read it in the following class.

- **d** When SS are ready to give their presentations, go through the information in the **GET IT RIGHT** box. Then divide SS into groups of three or four to give the presentations to each other. Remind them of the question-and-answer session after each presentation.
  - Try to listen to as many SS as possible and to give positive feedback to the whole class, as this may be one of the most challenging speaking activities that they have done.

#### Extra idea

If you have a video camera, you could record some or all of the presentations to show later, provided SS feel comfortable with this.

#### **Extra photocopiable activities**

#### Grammar

articles page 173

#### **Communicative**

Test your general knowledge page 211 (instructions page 193)
Song

Space oddity page 236 (instructions page 230)

#### **HOMEWORK**

Study Link Workbook pages 54–56

- **G** uncountable, plural, and collective nouns; have something done
- V cities and towns
- P word stress in multisyllable words

## Bright lights, big city

#### Lesson plan

In this lesson, SS extend their knowledge of uncountable nouns (e.g., *luggage*, *furniture*), plural nouns (e.g., *news*, *politics*), and collective nouns (e.g., *team*, *family*). The context is big cities. In the first half of the lesson, SS read about a US reality show where five young people from the Amish community go to live with a group of sophisticated city kids in Los Angeles. In the second half, a travel writer gives her own personal tips about things to see and do in Chicago. The vocabulary focus is on language to describe cities, and the pronunciation is on word stress. There is also a mini grammar focus on *have something done*.

#### Optional lead-in (books closed)

• Find out how much SS know about the Amish. Write the following quiz on the board.

#### **Amish Quiz**

- 1 How do you pronounce "Amish"? Who are they?
- 2 Are they religious?
- 3 Where do they live?
- 4 Where did they originally come from?
- 5 What are they not allowed to do?
- Give SS a few minutes to answer the questions in pairs.
   Then elicit ideas from the whole class, and give them the answers.
  - 1 /'ami[/; they are a religious community.
  - 2 Yes, very.
  - 3 Mainly in Pennsylvania in the US.
  - 4 Switzerland and Germany. Today they still speak a dialect of German.
  - 5 Use electricity or phones, drive cars, wear modern clothes, etc.

#### 1 READING & SPEAKING

- Books open. Focus attention on the photos and the quote (from a TV review). Elicit that the city is Los Angeles. Elicit which of the young people in the photo are Amish and what kind of clothes they are wearing (very old-fashioned clothes).
  - Then find out what SS know about the Amish and get them to predict what they think the show is about. If you didn't do the optional lead-in above, elicit that *Amish* is pronounced /ˈɑmɪʃ/.
- **b** Focus on the text and set a time limit for SS to read it. Then in pairs get them to discuss the questions. Check that they are clear what *Rumspringa* /'rʌmsprɪŋə/ is, and elicit ideas in answer to the other questions.
  - 1 Rumspringa is a time when teenage Amish have to decide whether they want to stay in the community or leave.

- c Now focus on a review of the program (written by a TV critic). Set a time limit for SS to read it, and then, with a partner, they should mark the sentences T or F. Encourage them not to look back at the text unless they have no idea at all. Check answers and get SS to explain why the F ones are false.
  - 1 T
  - 2 Т
  - 3 F (Ruth has never seen art before. They don't take art in school.)
  - 4 T
  - 5 F (The people who are really learning something are the city kids.)
  - 6 F (He ignored him.)
  - 7 F (The majority choose to stay.)
  - 8 T
  - 9 T
  - 10 F (The reviewer says it depends on your point of view.)

#### **Extra support**

At this point you could go through the text with the class, pointing out useful expressions and eliciting / explaining the meaning of new words and phrases.

**d** • Finally, elicit answers to the questions from the whole class.

#### Extra challenge

Alternatively, get SS to discuss the questions in pairs and then get feedback.

#### 2 VOCABULARY cities and towns

- a Focus on the first highlighted word in the text (*skyscrapers*) and get SS to explain in their own words what they are (very tall buildings, typical in major cities like Hong Kong, New York City, etc.). Then ask SS if there are any skyscrapers in their town or nearest big city.
  - Get SS to continue in pairs, and then check answers.

#### Extra support

You could do this stage with the whole class.

parking meters = machines you put money into when
you park your car on the street

elevators = machines that carry people or goods up and down different floors in a building

art gallery = a building or room full of paintings or sculptures

sidewalk cafe = a cafe that has tables outside on the sidewalk

**run-down neighborhood** = part of a town that used to be nice but is now dirty, poor, etc.

**beggar** = a person who asks for money on the street

- **b** Tell SS to go to **Vocabulary Bank** *Cities and towns* on page 155. Focus on section **1 Buildings, landmarks, and getting around**. Elicit that a *landmark* is something like a mountain or hill that you can see clearly from a distance and helps you to know where you are (elicit an example from SS' town). In a city, a *landmark* could be, for example, a very high building or a bridge, etc.
  - Give SS time, individually or in pairs, to put the words in columns. Point out that the words in the landmarks column here are not buildings, though obviously any of the buildings might also be a landmark. Stress that they should have four words in each column (except **other buildings**), although some of the words, e.g., *cathedral* and *town hall* may also be landmarks. Check answers. You could check the meaning of some words by asking SS for an example from their town if there are any. Explain the difference between *harbor* (= a place on the coast where ships can shelter) and *port* (= a bigger area on the coast where ships load and unload goods and passengers).
  - Model and drill pronunciation where necessary.

places of worship	other landmarks and sights
chapel	harbor
mosque	hill
synagogue	square statue
temple other buildings	getting around
baseball stadium	bicycle lane
concert hall	cable car
courthouse	pedestrian mall taxi stand
skyscraper tower	lasi staitu

#### Extra idea

You could elicit other buildings, sights, or forms of transportation that you think are relevant to your SS, e.g., shopping mall, art gallery, conference center, buses, etc.

 Now focus on section 2 Where people live / work exercise a. When SS have finished check answers.

#### 1 E 2 A 3 B 4 F 5 D 6 C

- Point out that the suburbs does <u>not</u> have a negative connotation in English (which it does in some languages) and in fact the suburbs are often a very nice place to live. Then focus on b and ask a few SS where they live / work.
- Now focus on section 3 City problems exercise a and give SS time to write the words in the column on the right. Check answers.

1 traffic jams 5 pollution 2 slums 6 homeless people 3 vandalism 7 Beggars
2 slums 6 homeless people
3 vandalism 7 Beggars
3 vandalism 7 Beggars
3 vandalism 7 Beggars
3 vandalism 7 Deggals
in a second control of the second control of
4 overcrowding 8 poverty
4 overcrowding 8 poverty
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- Elicit that *poverty* is the noun form of *poor* and that the adjective form of *overcrowding* is *overcrowded* (e.g., *the train was overcrowded*).
- Focus on **b** and ask the class which of these things are problems where they live.
- Focus on 4 Adjectives to describe a city / town. Get SS to match the sentences and check answers.

1 C 2 F 3 G 4 A 5 D 6 B 7 E

 Finally, focus on the instruction "Can you remember the words on this page? Test yourself or a partner."

#### Testing yourself

For **Where people live / work** SS can cover the column on the left, look at the sentences, and remember the bold words / phrases. For **City problems** SS can cover the column on the right, look at the sentences, and remember the problems. For **Adjectives to describe a city /town**, they can cover the column on the left and remember the words.

#### Testing a partner

See Testing a partner page 18.

Study Link SS can find more practice of these words and phrases on the MultiROM and on the *American English File 4* Website.

- Tell SS to go back to the main lesson on page 89.
- **c** Go through the information in the box. Then get SS to complete the sentences with nouns. Check answers.

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. (												
									or			
! 1												
3 6								gh				
1 (										nc		
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5 1												

## **3 PRONUNCIATION** word stress in multisyllable words

#### **Pronunciation notes**

There aren't many rules about the stress pattern of multisyllable words except that those ending in *-tion*, (e.g., *communication*), *-sion* (e.g., *decision*), and *-ssion* (e.g., *permission*) are always stressed on the next-to-last syllable. Encourage SS to use their instinct (and their dictionaries) when they come across new multisyllable words.

- Focus on the task and give SS a few minutes to do it.
   Encourage them to say the word aloud to help them.
   Get them to compare with a partner.
- **b 6.8** Play the CD for SS to check. Check answers, and then give SS time to practice saying the words.

#### See audioscript

6.8		CD4 Track 6
accommodations cathedral community cosmopolitan entertainment exhibition gallery historic homelessness industrial	neighborhood overcrowding pedestrian performance pollution poverty provincial skyscraper synagogue violence	



## 4 **GRAMMAR** uncountable, plural, and collective nouns

**a** • Focus on the task. Encourage SS to use their instinct if they are not sure. Check answers. Elicit why the other form is wrong and that these nouns (i.e., *hair, behavior*, etc.) are uncountable and can't be used with *a* or in the plural, even though they may not be uncountable in SS' L1.

1 long hair

5 some bad weather

2 behavior3 terrible traffic

6 hard work7 too much luggage

4 advice

8 some interesting news

**b** • Tell SS to go to **Grammar Bank 6B** on page 142. Go through the examples and rules with SS.

#### **Grammar notes**

#### uncountable nouns

• rules 1 and 2: SS will be familiar with the concept of countable (C) and uncountable (U) nouns, especially in the context of food, e.g., an orange (C), some water (U), etc. However, there are many non-food nouns that are uncountable in English, even though they may be countable in SS' L1, e.g., information, advice, furniture. Other uncountable nouns can be confusing because they end in s and seem to be plural, e.g., politics, news. Here SS are introduced to the most common nouns of this type and are shown how to use some of them with a piece of to talk about individual items, e.g., Do you want a piece of toast?, I'll give you a piece of advice. Some can also be used with these words to mean an unspecified amount, e.g., Do you want some toast?, I want to buy some new furniture.

As the list of nouns here is not very long, encourage SS to learn them by heart.

• rule 3: SS probably already know the different uses of these words passively. Words like this include many materials and also abstract nouns like *light* and *space*, which are uncountable but have a different meaning when they are countable. Check that SS know the difference in meaning between the two forms, e.g.: glass (= the material windows are made of), a glass (= something you drink out of)

business (= general word to describe commercial activity), a business (= a company)

paper (= the material), a paper (= a newspaper)

*light* (= the energy from the sun), *a light* (= a lamp)

time (= what is measured in minutes, hours, etc.), a

time (= an occasion)

space (= where the planets are), a space (= an area that
is empty)

work (= what people do to earn money), a work
(= something you produce, e.g., a work of art)

#### plural and collective nouns

- rule 1: Make sure SS know the meaning of these words, e.g., belongings (= things that are yours). Remind SS that words that can be used with a pair of can also be used with some. Other words in this group are jeans, pajamas, pants, underpants, tights, (sun)glasses.
- rule 2: These collective nouns are always used with a singular verb. Point out that an exception is *police*, which takes a plural verb, e.g., *The police are on their way*.

• Focus on the exercises for **6B** on page 143 and get SS to do them individually or in pairs. Check answers after each exercise.

a 1 X a beautiful weather

2 X some beautiful furnitures

3 **/** 

4 /

5 X a some new pants / a new pair of pants

6 X two luggages pieces of luggage

7 v

8 X The homeworks were was

b 1 is 6 glass
2 \( \sqrt{}\) 7 some
3 look 8 some
4 works 9 progress

✓ 10 pair of glasses

- Tell SS to go back to the main lesson on page 89.
- c This is an oral grammar practice activity. Focus on the task and give SS a minute to read the topics. Put SS into groups of three or four and get them to decide which order they will go in. Stress that they have to keep on going for a minute and try to not "dry up."
  - Tell SS to start, and stop them after one minute. Then get the next student in the group to take the next topic. Stop the activity either when SS have been through all the topics or when each student has spoken at least twice.

#### **5 LISTENING**

- **a 6.9** Focus on the instructions and go through the questions. Give SS a moment also to look at the photos and discuss what they can see.
  - Play the CD once. Get SS to discuss what they think the answers are, and play the CD once more if necessary. Check answers, and elicit what each photo shows.

1 D (architectural boat tour)

6 G (Lake Michigan)

2 I (Millenium Park)

7 C (Wrigley Field)

3 F (Cloud Gate)4 E (John Hancock Building)

8 H (Lincoln Park Zoo)

5 B (Navy Pier)

9 A (carriage ride)

6.9

CD4 Track 7

(audioscript in Student Book on page 129)

I = Interviewer, T = Traveler Writer

- I What advice would you give to someone visiting Chicago for the first time?
- Take an architectural boat tour along the Chicago River. Chicago is the birthplace of the modern skyscraper and has some of the most spectacular architecture in the United States. You can get a great view of the famous buildings and bridges while you're enjoying a cruise down the river.
- What's the one thing that someone visiting Chicago should do or see?
- T Outdoors: take a stroll in Millennium Park, with its beautiful gardens and amazing fountains. The Crown Fountain, for example, has faces of different Chicagoans projected on a huge tower, with water cascading down from the top. It's fabulous! Indoors: the Chicago Museum of Science and Industry. It's a "hands-on" type of museum, where you can see a coal mine or look inside the Apollo 8 space capsule!

- I And what's the best place to have your photo taken?
- T In front of an outdoor sculpture called "Cloud Gate" by Anish Kapoor. Its surface is like a mirror that reflects the city skyline, and it's breathtaking on a clear day, a perfect background for a photo.
- I What's your favorite landmark?
- Tough question... There are so many. I'd have to say the John Hancock Building. It's not the tallest skyscraper, but for some of us, it's the most graceful, with its bold design and cross-braced steel on the outside.
- What's the best place to watch the sunset?
- T I imagine the Ferris Wheel at Navy Pier would be a good spot, but I am ashamed to say I have never been on it. Of course, the views from the skyscrapers, like the Sears Tower, are always stunning.
- What would be a good place to go on a scorching hot day?
- That would be Lake Michigan. Chicago is unique in that it's the only big city in the US with a beach right in the heart of the city. In the summer, the lake is full of swimmers and sailboats, and there's an 18-mile bicycle path along the lakefront.
- I Sounds good. What's your favorite sports venue?
- T For me, it's Wrigley Field, where the Chicago Cubs play baseball. It was built in 1914 and still has ivy-covered walls and a hand-operated scoreboard. Cubs fans are incredibly loyal, so most games are sold out. Fans even stand out on the street, hoping to catch a baseball if a home run is hit outside the stadium.
- I What's a good thing to do that's absolutely free?
- T Spend a day at the Lincoln Park Zoo, where admission is free every day of the year. The zoo is famous for its collection of apes, monkeys, and other primates.
- What do you think is the most romantic thing to do in Chicago?
- T A horse-drawn carriage ride down Michigan Avenue is very romantic. The ride goes through a historic district, making it seem all the more magical. In fact, my husband proposed to me on one of those carriage rides!
- **b** Focus on the instructions and give SS time to read the questions. Then play the CD again. Pause at the end of each of the travel writer's answers, and check the answer to each question. Ask SS follow-up comprehension questions where appropriate.
  - 1 On the architectural boat tour, you can see the famous buildings and bridges that Chicago is known for.
  - 2 Go to the Chicago Museum of Science and Industry.
  - 3 The Cloud Gate sculpture reflects the skyline, like a mirror.
  - 4 Its graceful, bold design.
  - 5 The skyscrapers, like the Sears Tower.
  - 6 Chicago is the only big US city with a beach right in the middle of it.
  - 7 Their fans are extremely loyal.
  - 8 Apes, monkeys, and other primates.
  - **9** The travel writer's husband proposed during a carriage ride.
- c 6.10 Focus on the task. Play the CD and pause after the first extract. Elicit from SS what they think the word is, how they think it is spelled, and what they think it means. Repeat with the other extracts.

- 1 cruise (= a boat tour)
- 2 breathtaking (= magnificent, beautiful)
- 3 ashamed (= feel very embarrassed about something)
- 4 unique (= the only one of its kind)
- proposed (= asked someone to get married)

#### 6.10

#### CD4 Track 8

- 1 You can get a great view of the famous buildings and bridges while you're enjoying a cruise down the river.
- 2 Its surface is like a mirror that reflects the city skyline, and it's breathtaking on a clear day, a perfect background for a photo.
- 3 But I'm ashamed to say I have never been on it.
- 4 Chicago is unique in that it's the only big city in the US with a beach right in the heart of the city.
- 5 In fact, my husband proposed to me on one of those carriage rides!

#### **Extra support**

At this point, if you have time, you may want to replay the interview (6.9) for SS to have a final listen with the audioscript on page 129.

**d** • Put the SS in pairs and get them to answer the questions. Point out that if they live in a city, they can answer the questions about that city; if not, they can answer about another city they know well. SS can each talk about a different town, but preferably they should answer the questions together about a place they both know well. Elicit responses.

#### **Extra support**

You could do this as a whole class activity about the town / city you are in, eliciting ideas from SS and seeing if the others agree.

#### **6 SPEAKING & WRITING**

- **a** Focus on the questionnaire. Give SS time to go through the questions and think about how they would answer them.
- **b** Focus on the instructions and put SS in pairs, **A** and **B**. If you have uneven numbers, have a group of three with two local people talking to a tourist. Encourage SS to get into the role of the tourist and to get the local person to explain / give more information.
  - Set a time limit for A to be the tourist with questions 1-3. Monitor and help B where necessary. Then get them to change roles with B asking 4-6.
  - ▲ In a multilingual class, get SS to talk about the place where they are studying.

#### **Extra support**

Demonstrate the activity first, taking the role of the tourist and asking the class the first question. Then write some expressions for giving advice on the board, e.g., *If I were you, I'd..., I think you should...,Why don't you...?*I suggest you..., etc.



- **c** Focus on the instructions. First, tell the **A**s to say if they agreed with the information B gave them in questions 1-3 and then vice versa for questions 4-6.
  - Finally, get some responses about how SS answered some of the questions.
- **d** You could get SS to do this in class (as test practice) or assign it for homework as a mini project. If SS do it at home, encourage them to add graphics, photos, etc., and to produce a mini brochure using the headings from the questionnaire.

#### MINI GRAMMAR have something done

- Focus on the examples and go through the rules. Point out that have something done is usually used when you pay someone else to do something for you, e.g., have your car repaired.
- Focus on the exercise and elicit from the class the answer to the first sentence. Then give SS a few minutes to complete the exercise and check answers.

- 1 're going to have / 're having ... painted
- 2 had ... cut
- 3 have ... cleaned
- 4 have ... serviced
- 5 have ... repaired
- 6 have ... renewed
- You may want to give your SS further practice with this structure. If so, there is a photocopiable activity on page 186.

#### **Extra photocopiable activities**

#### Grammar

uncountable and plural nouns page 174

#### Communicative

Talk for a minute page 212 (instructions page 193)

#### **HOMEWORK**

Study Link Workbook pages 57–59



- **G** quantifiers: *all / every,* etc.
- V science
- **P** changing stress in word families

## Eureka!

#### **Lesson plan**

In this lesson, SS learn the rules for correctly using a variety of quantifiers. Most of these SS will have seen before, so although rules are given, SS should be encouraged to use their instincts. The topic is a light-hearted look at science. In the first part of the lesson, SS read and hear about so-called "eureka moments," and why some people are creative thinkers. In the second half of the lesson, they read extracts from the Bill Bryson book A Short History of Nearly Everything, where he describes how scientists have historically suffered in order to make their discoveries. The vocabulary focus is on words related to science, and pronunciation deals with changing stress in word families (e.g., science, scientist, scientific).

#### Optional lead-in (books closed)

- Write on the board "Eureka!"
  - 1 Who said it?
  - 2 What was he doing at the time?
  - 3 What had he just discovered?
- Put SS in pairs to answer the questions. Check answers.
  - 1 Archimedes / orkə midiz/ (a Greek mathematician)
  - 2 He was getting into the bath. The bath was completely full and the water overflowed.
  - 3 That the volume of an object can be calculated by the amount of water it displaces.

#### 1 LISTENING & SPEAKING

- Books open. Focus on the text. Explain that it describes an experiment that involves the picture and that they are going to do it. Set a time limit for SS to read the first paragraph and do the experiment themselves. Ask SS whether the elephant "disappeared" for them.
- **b** Now focus on the instructions. Elicit ideas from SS, and then get them to read the second paragraph. (If you did the optional lead-in, just get SS to read to find out what kind of people have "eureka moments" and why most people don't.) Check answers.

Archimedes /, arkə'midiz/ said it when he was having a bath. He realized that the volume of an object can be calculated by the amount of water it displaces. People who are "creative thinkers."

Most people don't have them because they have psychological "blind spots" that prevent them from seeing the obvious solution to a problem.

- **c 6.11** Focus on the photo and ask SS what they think is happening. Elicit ideas but don't tell them the answer.
  - A If any of your SS know about this experiment, ask them not to tell the others yet.
  - Focus on the three questions, and then play the CD once or twice if necessary. Check answers.

- 1 Because they concentrate too hard on the small job they are working on and don't see the bigger picture.
- 2 Volunteers were asked to watch a short clip of a basketball game and count the number of passes made by one team. In the middle of the game, somebody dressed as a gorilla walked in, but half of the volunteers didn't notice because they were just concentrating on counting the passes.
- 3 None of them saw the gorilla.

#### 6.11

CD4 Track 9

(audioscript in Student Book on page 129)

- P = Presenter, S = Steven Hutchinson
- P And tonight on the program we're reviewing a book called *Did You Spot the Gorilla?* by Dr. Richard Wiseman, who's an expert on creative thinking. With us tonight to talk about this book is Steven Hutchinson, a freelance journalist. So, Steven, what exactly is Dr. Wiseman's main message?
- s Well, Dr. Wiseman's theory is that most people don't think creatively because they concentrate so hard on the small, specific job that they are working on that they don't see the bigger picture. That's what the gorilla experiment proves.
- P What was the gorilla experiment?
- Well, a study was carried out by two researchers, Daniel Simons and Christopher Chabris, at Harvard University in 1999. They got volunteers to watch a 75-second film of people playing basketball. There were two teams. One team was wearing black T-shirts and the other team was wearing white ones. They gave the volunteers a simple task: they just had to count the number of passes made by one team. Afterward, they were asked how many passes they had counted, and most people got the answer right. Then they were asked if they had seen anything unusual, and at least half of them said no. And that's really amazing because, during the film, while the two teams were playing basketball, a woman dressed as a gorilla walked onto the court and beat her chest at the camera, and then slowly walked off the court. And half of the volunteers just didn't see it!
- P That's incredible. Why not?
- s Because they were so busy trying to count the passes that they didn't notice the gorilla! Dr. Wiseman repeated this experiment many times, and the result was always the same. In fact, he actually tried it on a group of top scientists, and not one of them saw the gorilla.
- P That's amazing!
- d 6.12 Focus on the instructions and photos, and elicit what they are: Post-it™ notes, JetBlue (a discount airline) plane, IKEA (a large furniture store). Ask SS why they think these things were innovative.
  - Before SS listen, pre-teach *glue* (= a sticky substance used for joining things together), *weak* (= the opposite of strong), and *book voucher* (= a piece of paper that can be exchanged for books in a store). Then play the CD once. Get SS to discuss the questions, and then play it again. Check answers.



- 1 That we usually focus only on what we're looking for, and we don't see anything else.
- 2. Post-it<sup>TM</sup> notes were invented by someone who was trying to make a strong glue, but when the glue he made was not strong enough, he didn't throw it out but simply thought of a good use for the weak glue. IKEA sells inexpensive furniture that is also well designed, something that people thought was not possible, and JetBlue is an example of a discount airline, which people also thought was an impossible concept.
- 3 To do the opposite of what they ordinarily do, i.e., try to think of articles that nobody will find interesting. Maybe this will actually give them an idea for something really interesting.
- 4 A book containing the first chapter of 15 other books; and a book voucher with which you can buy the book you like best.

6.12 CD4 Track 10

(audioscript in Student Book on page 129)

- S The gorilla experiment is a perfect demonstration of how we usually focus only on what we're looking for and don't see outside it. So, we sometimes miss really important discoveries that are right in front of us because we just don't see them. That's why when something is invented, people often say, "Why didn't anybody think of that before?" Well, they didn't because they didn't think creatively.
- P Dr. Wiseman gives some examples of people who he says *are* creative thinkers, doesn't he?
- S Yes, people like the man who invented Post-it™ notes. He was actually trying to develop a really strong kind of glue, but he could only manage to make a very weak one. But instead of just thinking, "Oh that's no good," he actually thought of a way to use the weak glue to make Post-it™ notes, notes that would stick to something, but not too much. Or the man who set up IKEA, the furniture company. I mean, for years people had been wanting cheap furniture that was well designed, but nobody made it. Or the idea of cheap air travel. People just accepted the idea that it was impossible. But then somebody said, "It is possible, and I'm going to do it." And that's how we got discount airlines like JetBlue.
- P Can we make ourselves into creative thinkers?
- S Yes, Dr. Wiseman has lots of tips on how we can become more creative. One of the things he recommends is to try to do the *opposite* of what you usually do. For example, he told a group of journalists to try to think of articles that *nobody* would find interesting he said that from that, possibly a brilliant idea for something interesting would come up. His book is full of tips it's really worth reading.
- P And has he had any "eureka moments" himself?
- S Yes, as a matter of fact, he thought up a great idea for book lovers. His idea is to print a book that contains the first chapter of 15 different books. This book has a book token in the back, a voucher that you can use to buy another book. The idea is that you read the beginnings and then choose which book you want to read more of and buy it with the book token.
- **P** What a great idea! Now, that's creative thinking for you.

#### Extra support

If there's time, you could get SS to listen to the two recordings again with the audioscripts on page 129 so

- that they can see exactly what they understood / didn't understand. Explain / translate any words or phrases that SS aren't sure about.
- Focus on the test Are you a creative thinker? Set a time limit for the first two parts of the test, e.g., two minutes, for SS to do it individually. Then set a time limit of three minutes for SS to do the drawing question and then give them a few moments to fill in the clock. Get SS to compare with a partner.
- f Now tell SS to go to Communication Are you a creative thinker? on page 118 and check their results. Elicit responses to find out which SS seem to be creative thinkers, e.g., ask what their score was for 1, what number they had chosen for 2, etc.

#### 2 GRAMMAR quantifiers: all / every, etc.

- Focus on the instructions. Point out to SS that they are going to be looking at a lot of quantifiers. They have seen all of them before, but they haven't studied the rules of use. However, they may instinctively know what sounds right.
  - Give SS a few minutes to circle the right form and then check answers. If SS ask why, say that they are now going to the **Grammar Bank** to find out.

1 every year 4

4 all

2 All living things

5 Everything

3 Both

6 nor

**b** • Tell SS to go to **Grammar Bank 6C** on page 142. Go through the examples and rules.

#### **Grammar notes**

#### quantifiers

SS will have frequently seen and heard all the quantifiers they learn here and should know what they mean. They should also have an instinct for how to use them correctly. For example, a phrase like *every animals* should sound wrong even if they don't know why.

The rules here have been simplified (i.e., there are some other uses or positions that we haven't referred to). If SS find so many rules a little overwhelming, focus particularly on the examples and encourage them to use their instincts when they do the exercises and are not sure which form to choose.

#### all, every, most

• rule 3: Point out that *most* can't be used in midposition, e.g., NOT *The people in this class are most*women.

#### no, none, any

SS should know the difference between *no* and *none*, but the use of *none* of + pronoun / noun and *any*, meaning it doesn't matter what / who, etc., may be new.

SS may confuse none and any, e.g.:

- **A** How many chocolates are there?
- **B** *None* (NOT *Any*). *Any* cannot be used by itself like this to mean zero quantity.

SS may also confuse *none* with the other meaning of *any* (= it doesn't matter which).

Compare two possible answers to this question:

Which of your sweaters can I borrow? *None of them* (= not one of them) and *Any of them* (= it doesn't matter which one you borrow. I don't mind).



Point out that *none of the* + plural noun / pronoun is a singular subject in formal English, but in everyday speaking and writing, we often use a plural verb: *None of them is / are here.* 

#### both, neither, either

You might point out that with *neither* ... *nor*, the second subject determines whether the verb is singular or plural, e.g., *Neither Ana nor her sister is here yet. Neither Ana nor her parents are here yet.* 

You may also want to point out that you can use not + either instead of neither ... nor, e.g., Neither Tim nor Andrew can come. Tim can't come and Andrew can't (come) either. This is also more informal than neither ... nor, which can sound somewhat formal in spoken English.

- Focus on the exercises for **6C** on page 143 and get SS to do them individually or in pairs. Check answers after each exercise.
- a 1 Most of
   5 every

   2 no
   6 any

   3 Everything
   7 None

   4 Most
   8 Anybody
- **b** 1 to either Hawaii or Thailand
  - 2 Neither of us
  - 3 either May 6th or May 7th
  - 4 Both (of) my children could read / My children could both read
  - 5 Neither my brothers nor my sisters
- Tell SS to go back to the main lesson on page 93.
- **c** This is an oral grammar practice activity. Focus on the quiz and give SS a few minutes to do it with a partner.
- **d** Now tell SS to go to Communication How much do you know about science? on page 118 and check answers.
  - 1 c figures vary, but it's about 97%
  - 2 a together they make up just under 79% of air
  - 3 c—we only absorb a part of the oxygen in the air, so we can breathe some out again
  - 4 b about 90–120 minutes in total
  - 5 a
  - 6 a

#### **3 READING**

- **a** Focus on the instructions and pictures. Set a time limit for SS to read and match the paragraphs and pictures. Check answers.
  - 1 C 2 A 3 B 4 D
    Two (Varl Scheele and Marie Curie)

Two (Karl Scheele and Marie Curie) died as a result of their research.

- **b** Focus on the questions and set another time limit for SS to re-read the texts and answer the questions. Get SS to compare with a partner and then check answers.
  - 1 B 2 A 3 C 4 D 5 A 6 D 7 B 8 C
- c 6.13 Focus on the instructions and give SS time to look at the words with a partner. Then play the CD, pausing after each word. Get SS to practice the pronunciation and then elicit / explain the meaning, and ask if the word is similar in SS' L1. Get SS to underline the stressed syllable.

lenses = curved pieces of glass or plastic that make things larger, smaller, or clearer phosphorus = a chemical (element) elements = simple chemicals that consist of atoms of only one type, e.g., oxygen chlorine = a chemical (element) often used to keep swimming pool water clean substance = a type of solid, liquid, or gas that has particular properties, e.g., a chemical substance mercury = a poisonous chemical (element) that used to be used in thermometers cyanide = another highly poisonous chemical toxic = containing poison radium = a chemical (element) often used in the treatment of cancer radioactivity = the energy produced by powerful and dangerous rays radioactive = sending out radiation lead /led/= a chemical element that is a heavy soft gray metal used especially in the past for water pipes. craters = large holes on the top of a volcano or holes in the ground caused by, e.g., a bomb explosion comets = masses of ice and dust that move around the sun and look like bright stars with a tail

• Explain that the spelling of *lead* is the same as the verb *lead* /lid/, but the pronunciation is different.

#### Extra support

Deal with any other vocabulary problems that SS have and ask them which words, apart from the ones in exercise c, they would like to try and remember from the text.

CD4 Track 11 6.13 lenses phosphorus elements chlorine substance mercury cyanide toxic radium radioactivity radioactive lead craters comets

#### **4 VOCABULARY & PRONUNCIATION**

science; changing stress in word families

Focus on the words in the list and elicit that they are all words for people who study or work in a certain area of science (point out the -ist ending). Then give SS time to match them to what they study. Check answers.

- 1 a physicist
  2 a biologist
  3 a chemist
  4 a geneticist
  5 a geologist
- **b** Now focus on the table and get SS to complete the adjective and subject columns.



#### **Pronunciation notes**

The stress pattern in multisyllable words does not normally change when a prefix (e.g., *un-*, *dis-*) is added. However, when a suffix is added to change the part of speech (e.g., to make a verb into an adjective), the stressed syllable sometimes changes.

c • 6.14 Go through the A box. Then play the CD for SS to check and underline the stressed syllable. Check answers, and elicit that the adjectives from *science*, *biology*, and *geology* have the stress on a different syllable from the base word.

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Ve.	6.14	CD4 Track 12
1	scientist	
	scientific	
	science	
2	chemist	
	chemical	
	chemistry	
3	biologist	
	biological	
	biology	
4	physicist	
	physical	
	physics	
5	geneticist	
	genetic	
	genetics	
6	geologist	
	geological	
	geology	

**d** • Get SS to practice saying the word families aloud.

#### **Extra support**

Drill the pronunciation with the whole class first and them get them to practice in pairs.

e • Now focus on the verbs in the list and elicit that, apart from *make* and *do*, the others are all regular. *Prove* can be regular or irregular. Give SS time to complete the sentences. Remind them that they may have to put the verb in the past, and that they have to underline the stressed syllable in the new verbs and the words in bold.

1 dis<u>co</u>vered <u>ra</u>dium
2 do ex<u>pe</u>riments,
<u>la</u>boratory
3 made, dis<u>co</u>very
4 proved, <u>the</u>ory
5 invented
6 Pharmaceutical,
de<u>velop</u>
7 do, <u>re</u>search, side effects
9 volunteer, guinea pigs

• • 6.15 Play the CD for SS to check. Elicit / explain <u>laboratory</u> / læbrə təri/ (= the place where scientists work), <u>theory</u> (= a formal set of ideas that is intended to explain why something happens or exists), <u>trial</u> (= the process of testing something), <u>gui</u>nea pigs /gini pigz/ (= people used in medical or other experiments).

• Then get SS to practice saying the sentences.

6.15

CD4 Track 13

- 1 Pierre and Marie Curie discovered radium in the early 1900s.
- 2 Scientists usually do experiments in a laboratory.
- 3 Archimedes made an important discovery in his bath.
- 4 Isaac Newton's experiments proved his theory that gravity existed.
- 5 The telephone was invented in the 1870s.
- **6** Pharmaceutical companies try to develop new drugs to cure illnesses and diseases.
- 7 Scientists have to do a lot of research into the possible side effects of new drugs.
- **8** Before a company can sell a new drug, they have to do tests and trials to make sure it is safe.
- **9** People can volunteer to be guinea pigs in clinical trials.

#### **5 SPEAKING**

• Focus on the instructions and put SS in pairs. Give them time to read the questions.

#### Extra idea

Get SS to choose two or three questions to ask you.

- Then get SS to answer the questions together. Encourage them to ask each other for more information where relevant. Monitor and correct pronunciation where necessary.
- Elicit responses from the whole class on some of the questions, especially the last two.
- Finally, tell SS to go to **Phrasal verbs in context** *File 6* on page 157 and complete the phrasal verbs that have come up in this File. (Answers page 153)

#### **Extra photocopiable activities**

#### Grammar

quantifiers page 175

#### **Communicative**

**Biology quiz** page 213 (instructions page 193)

#### Vocabulary

Alphabet race page 226 (instructions page 220)

#### **HOMEWORK**

Study Link Workbook pages 60–62

## 6 COLLOQUIAL ENGLISH GREAT CITIES

#### **Lesson plan**

In the first part of this lesson, the person interviewed is Graham Bull, a tour guide for Boston Duck Tours, which offer guided tours for the city of Boston. Duck Tours are so called because they use World War II amphibious vehicles called DUCKs, which can travel on land and water. In the second part of the lesson, people on the street are asked what their favorite city is and which city they would most like to visit.

Study Link These lessons are on the American English File 4 Video which can be used instead of the Class Audio CD for these lessons (see Introduction page 9). SS can get more practice on the MultiROM, which contains more of the short street interviews with a listening task and audioscripts.

#### Optional lead-in (books closed)

Write on the board
 What big cities have you visited as a tourist?
 Did you go on any kind of guided tour? Did you enjoy it?
 Why (not)?

Put SS in pairs and give them a few moments to answer the questions or do them with the whole class.

#### THE INTERVIEW

 Books open. Focus on the photos and get SS to tell you what they can see.

Graham Bull, a Duck vehicle, Faneuil Hall

- Ask if anyone has ever been on a Duck tour and explain why the vehicles are called Ducks. Their official name in World War II was DUKWs, but they were nicknamed Ducks because they could go on land and water. Make sure SS understand that *amphibious* = able to go on land and water.
- Now focus on the task and on the glossary. Go through it with the class eliciting from them how to pronounce the words and phrases.
- **b** 6.16 Focus on the task. Put SS in pairs and give them time to read the questions. Encourage SS not to write anything down when they listen the first time. They should listen and try to get the gist of what the speakers are saying, and then discuss the questions with their partner.
  - Play the CD once (part 1). Give SS time to discuss the
    questions and tell each other what they understood.
    Then play the CD once or twice more. This time SS
    might want to jot down things they heard to help them
    remember the answers to the questions. Check answers.
    - 1 It's amphibious. There is levity and a sense of humor involved.
    - 2 Beacon Hill and Faneuil Hall.
    - 3 The friendliness of the city. It is also a very safe city.
    - 4 Driving a car. Almost all the streets are one way and people get badly lost if they don't know their way around.

**6.16** CD4 Track 14

(audioscript in Student Book on page 129)

#### $\hat{I} = Interviewer, G = Graham Bull$

- I Graham Bull is a "conDUCKtor," or a tour guide, of Boston Duck Tours. The company uses vehicles, called "Ducks," that can travel on land or water. How did the Boston Duck Tours start?
- G The company was founded by a fellow by the name of Andy Wilson, I believe 14 years ago. Uh... he was a fellow who was traveling about and he saw a Duck being used, uh, I believe on a tour, and he thought, "Oh, that would be great in Boston we've got the Charles River, we've got all the historical sights."
- I In your opinion, what makes a Duck tour special?
- G Boston Duck Tours is special for two reasons, actually. One, is that we actually... it is an amphibious tour we go on the river, there is a wonderful view of Boston. But that and the fact there is levity in the tour, there is a good deal of sense of humor involved, and it works out very well. It's a special, special occasion.
- I What are the most popular sights on the tour?
- G The most popular sights are difficult to determine because different people have different interests.

  I think there is a high degree of interest in the ... uh ... in Beacon Hill because people have heard of Beacon Hill, the home of the double-rich, our Boston Brahmans. Uh... I think they are interested also in Faneuil Hall, which is where Sam Adams did his work in the pre-revolutionary days...
- I What would you say is the best thing about Boston for a tourist?
- G For a tourist in Boston, I think the best thing is really the friendliness of the city. It's a very friendly city. And it is also a safe city... to walk around downtown, you are safe at anytime of the night or day it's really not a dangerous spot. So those, I think, are the two best things about the city in general.
- I And what is the worst thing?
- G The worst thing about being a tourist in Boston is, without question, the matter of driving a car. Do not drive a car in Boston unless you live here and know your way around. It is an impossibility; the streets are almost all of them one way. Sometimes you can run onto five, six, seven streets in a row they are all one way the wrong way. And people who don't know their way around can get badly, badly lost.

#### **Extra challenge**

You could use the audioscript above to elicit more detailed answers from SS.

- Give SS time to discuss the questions and what they understood. Then play the CD once or twice more. Check answers.
  - 1 People are sometimes not aware that the tour is amphibious (that it will go on the river).
  - 2 A family arranged a surprise birthday for their mother and went on the tour.
  - 3 She was freaking out (= very distressed).
  - 4 It was built to replace the old Boston Garden, which was in the same location.
  - 5 The janitors would find trash every morning on the floor and after some years, they think it's a ghost.
  - They found the remains of a monkey who had escaped from the circus. It had lived undetected in the rafters for years.

**6.17** CD4 Track 15

(audioscript in Student Book on page 130)

- I Have you had any interesting or amusing incidents during the tour that you can tell us about?
- There's one particularly funny, uh..., funny instance that occurred. On rare occasions we will get a passenger on board who is not aware that the tour is amphibious, that the Ducks are intended to go into the river. And, uh... I think it was two or three years ago. I had a family that had arranged a surprise birthday for their mother. Now, she was not a youngster. I mean, I would've... I would guess she was probably in her seventies. And we did the tour and she was enjoying it and she was, you know, obviously enjoying this birthday present from her children. We got to the river and we have a ramp that goes down at a rather steep angle into the river. And when you're on the ramp there is that kind of roller-coaster sensation of "ohwe're-going-down." And at that point, I turned around and I could see on her face this look of what appeared to me to be excited glee. And it's not uncommon for people to shriek with glee, especially the children. Well, she was shrieking her brains out! And when we got onto the water, it became clear that she didn't know this tour was an amphibious tour and she was really freaking out.
- I Do you tell any funny stories about the city, too?
- G There is... There's a funny story about Boston Garden - our magnificent premier downtown sports arena where the Celtics reign supreme. The Garden that we have now is the new Garden, but it was preceded by the old original Boston Garden right in the very same location. And, uh, they had a ghost. True story, they had a ghost in the old Boston Garden. The janitors came into work one morning and they found rubbish strewn all over the floor, where they cleaned up the night before after an athletic event. And they assumed that they'd had a vandal in the building, so they dismissed it, they weren't at all concerned. But the following morning this rubbish shows up again and the following morning, the following morning. Well, to make a long story short: days turn into weeks, weeks turn into months and this rubbish keeps showing up, and these janitors are flummoxed by this. Months turn into years and this keeps going on and by this time they've cemented into their minds that they have a ghost in the old Boston Garden. And when they tore down the old building to replace it with the new Garden, what did they find? This is a true story. They found the remains of a monkey! He'd escaped from the Ringling Brothers Barnum and Bailey Circus years ago and had been living in the rafters of the Boston Garden for years... undetected. And, I mean, if you've been to one of these sports arenas, you know, there are tens of thousands of sports spectators, television sweeping every inch of the arena and never once was that monkey ever detected! Can you imagine that?!

- **d 6.14** Go exercise gives SS intensive listening practice in deciphering phrases where words are often run together and introduces them to some common expressions often used in spoken English. Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing words and then the meaning of the whole phrase. Repeat for the other three phrases.
  - 1 works out (= a phrasal verb that means proves effective and successful)
  - 2 without question (= it cannot be any other thing)
  - 3 know your way around (= know how to get from one place to another without problems)
  - 4 would guess (= think but am not sure)
  - 5. to make a long story short (= an idiom that means the whole story is long, but you will tell only the most important part)

#### 6.18

CD4 Track 16

- 1 ... there's a good deal of humor involved and it works out very well.
- 2 The worst thing about being a tourist in Boston is, without question, the matter of driving a car.
- 3 Do not drive a car in Boston unless you live here and know your way around.
- 4 I would guess she was probably in her seventies.
- 5 Well, to make a long story short ...
- e Tell SS to go to page 129 and look at the audioscript for the interview. Play the CD (part 1 and part 2) again and tell SS to read and listen at the same time. Deal with any vocabulary problems and ask SS what parts they found hard to understand and why, e.g., speed of speech, elision, pronunciation, etc.
  - Finally, focus on the question. Get SS to answer in pairs or as a whole class. Then elicit responses from the whole class.

#### ON THE STREET

- **a 6.19** Focus on the photos of the people and elicit impressions (possible age, occupation, etc.).
  - Focus on the task and on the cities, and ask SS where, e.g., Athens, Prague, and Rio are (Greece, Czech Republic, Brazil). Play the CD once and get SS to compare ideas. Then play it again, pausing after each speaker to check answers. Elicit which was their favorite city and which they would like to visit.

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6.19

CD4 Track 17

(audioscript in Student Book on page 130)

I = Interviewer, C = Christina, J = Juan, S = Sophie, T = Tim, R = Rachel

#### Christina

- I What's your favorite city in the world?
- C My favorite city in the world would have to be Dublin in Ireland. I was there two years ago with my friends and I've had... I had the most wonderful time. The people were awesome, the city was absolutely gorgeous, the weather could have been better because it rains all the time, but it was a lot of fun.
- I What city would you most like to visit?
- C I would love to go to Prague just because I've never been there and I've heard great things about it. So it's definitely one city I would love to visit before I'm done.

#### Juan

- What is your favorite city in the world?
- J My favorite city in the world would have to be Miami. Uh... The reason being the weather's beautiful, you can't complain. Uh... My family... I have a lot of family that lives down there. The diversity down there, it's a high... it's a fast-paced lifestyle and... it's just gorgeous.
- I What city would you most like to visit?
- J City anywhere in the world... that would probably have to be Rome. And the reason being for that is... it's just gorgeous out there, it's different. I mean, it's Europe. Everybody wants to go out there, it's beautiful.

#### Sophie

- I What's your favorite city in the world?
- s My favorite city in the world would have to be Cambridge, Massachusetts, because I think it's really cute, and everyone's really nice, and it's like a perfectly sized city.
- I What city would you most like to visit?
- s I think I would like to visit Athens, Greece. I think it has a lot of historical, I don't know, value and I think it would be very cool to see.

#### Tim

- I What's your favorite city in the world?
- T Oh, favorite city in the world... Uh... Well, to be a little cliché... Paris. I went to when I was 17 or 18 and I always wanted to take someone special back there. And I was fortunate to be able to do that with my then girlfriend, now wife back then fiancée, now wife she and I got to go back there and spent about ten days and... So that was... that was pretty neat, I really enjoyed that.
- I What city would you most like to visit?
- T Uh... probably... probably Tokyo. I was there for a day, but I didn't get a chance... I kind of felt like I had an opportunity to see it and wasn't able to. So back there to see... to see it again or to see more of it would be great.

#### Rachel

- I What's your favorite city in the world?
- R My favorite city in the world is New York City, where I went to college, because it was where I did a lot of my growing up.
- I What city would you most like to visit?
- R I would really actually like to visit Rio, because now that I have friends there, it would be a... it would be a different experience of getting a sense of other cultures. I haven't been to South America at all.

- **b** Focus on the task and give SS time to go through the sentences. Play the CD once. Get SS to compare what they think. Play it again if necessary and check answers.
  - 1 Rachel
  - 2 Christina

other four phrases.

- 3 Tim
- 4 Juan 5 Sophie
- **c 6.20** Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing word and then the meaning of the whole phrase. Repeat for the
  - 1 all the time (= seemingly always)
  - 2 would have to be (= definitely is)
  - 3 pretty neat (= informal way of saying something was pleasurable or enjoyable)
  - 4 get a chance (= have an opportunity)
  - 5 at all (= never; not in any way)

#### 6.20

CD4 Track 18

- 1 ... the weather could have been better because it rains all the time ...
- 2 My favorite city in the world would have to be Miami.
- 3 ... that was pretty neat, I really enjoyed that.
- 4 I was there for a day, but I didn't get a chance ...
- 5 I haven't been to South America at all.
- **d** Tell SS to go to page 130 and to look at the audioscript for **ON THE STREET**. Play the CD again and tell SS to read and listen at the same time. Deal with any vocabulary problems and ask SS what parts they found hard to understand and why, e.g., speed of speech, elision, pronunciation, etc.
  - Finally, focus on the two questions that the interviewer asked the people, and get SS to interview each other in pairs. Then elicit responses from the whole class.

#### **HOMEWORK**

Study Link Workbook page 63

## WRITING A REPORT

#### **Lesson plan**

In this writing lesson, SS learn to write a short report. The writing skills focus is on using headings to separate out paragraphs.

a • Focus on the report. Point out the fact that one part (the second) has a heading, and tell SS to read the report. Put SS in pairs and have them invent headings for the other three parts. Encourage SS to try to copy the style of the heading that is there.

#### Extra support

Suggest that SS begin the headings for parts 1 and 3 with When ... and point out that part 4 is different from the first three as it is more general.

• Elicit suggestions and write them on the board. You could get SS to vote for the best heading.

#### Possible answers

- 1 When you want to eat out cheaply / When you don't want to spend much money
- 3 When you are celebrating something / When it's a special occasion
- 4 Some general advice / Things to remember about eating out in Chicago
- **b** Focus on the **Useful language** box. Then get SS to scan the report to find synonyms for the expressions in the box. Tell them not to write them in until they are sure they are right. Check answers.

Most / The majority of In general / Generally speaking are likely to be / tend to be Almost always / nearly always Usually / commonly

• Focus on the instructions. Get SS to brainstorm useful information in both categories. Elicit responses and write their ideas on the board.

#### **WRITE** a report

Go through the instructions. Then either get SS to plan and write the report in class (set a time limit of about 20 minutes) or get them just to plan in class and write at home, or assign both planning and writing for homework. If SS do the writing in class, get them to exchange their reports with another student to read and check for mistakes before you collect them.

## REVIEW & CHECK

For instructions on how to use these pages, see page 31.

#### **GRAMMAR**

1 b 2 a 3 b 4 b 5 a 6 c 7 c 8 a 9 c 10 c

#### **VOCABULARY**

a 1 his	storic	4 genetics	paranjarjeteor. 20. majaran
2 po	verty	5 scientific	4. jang berekalan dari Persenasa berahasa
3 go	vernment	o torono en un procesamento en chec	er was transportation and artists of the co-
b. 1. qu	Marie Company of the second se	4 twice	
2 so	REPORT METERS IN THE ACTION OF THE PROPERTY OF THE PROPERTY OF	5 ends	
3 wh	iite		
c 1 do	archines de la company de la c	4 made	
. 2 m	ade	5 do -	
3 do		ora gravita de la Caraca. El 1988 de la Caraca de la Carac	
d 1 ha	rbor – the others a	re places of wo	orship

- 2 cable car it's a form of transportation; the others are places where you can get a taxi / bus / plane
- landmark the others describe areas of a town / city
- 4 square the others are buildings
- 5 genetics it is the subject and the others are people

#### **PRONUNCIATION**

- a 1 neighborhood (it's /ei/) 4 both (it's /θ/)
  - 2 proye (it's /u/) 5 synagogue (it's /g/)
  - 3 research (it's /ər/)
- b biological, physicist, cosmopolitan, outskirts, industrial

#### **CAN YOU UNDERSTAND THIS TEXT?**

a 1 B 2 F 3 D 4 E 5 C **b** about to = going to, very soon devastating = extremely harmful overuse = use too much **counteract** = do something to reduce or prevent the bad effects of something else **podium** = a small platform that a person stands on when giving a speech or conducting an orchestra

#### CAN YOU UNDERSTAND THESE PEOPLE?

a 1 c 2 c 3 b 4 b 5 a b 1 F 2 T 3 T 4 F 5 F

6.21 CD4 Track 19

1 A Excuse me, are you one of the conference organizers?

- B Yes, I am. Is there anything you need?
- A Yes, I'm giving a presentation here in half an hour, and I'm just trying out the equipment. There seems to be something wrong with the projector. Do you see? The image is very dark. I've been trying to increase the contrast, but it's not really any better. I'm not sure what the problem is. Is there anyone here who could take a look at it, a technician or someone?
- B Well, there is a technician, but actually he already looked at it for the previous speaker, and there wasn't anything he could do. He suggested closing all the curtains so that less light would come into the room. Would you like us to do that for you?
- A Well, I guess so, if nothing else can be done.
- 2 A So what made you move here?
  - B I love my country and my city, but it's not an easy place to live. We have a lot of problems there.
  - A What kind of problems?
  - B For a start, it's very overcrowded and there's a real housing shortage. As a result, there are a lot of homeless people, a lot of beggars on the streets and, unfortunately, a lot of muggings. There are many car accidents, too nobody ever stops at traffic lights and people drive much too fast.
- 3 OK, now remember the bus will be leaving to go back to the hotel in two hours. Now, first I'd like to give you a little advice. Three hours isn't enough time to see everything - you'd need at least two days for that or more. Some of you told me that you want to see the Roman room – that's room 49 – but there's so much to see that I don't really want to confuse you by recommending anything specific. What I suggest is that you get a pamphlet from the information desk. Then take a look at what there is in each room and decide what you're most interested in seeing, and leave the rest for another time. You're sure to come here again. But please leave yourselves time to stop at the gift shop, which is to the right of the entrance because there are lots of really interesting and imaginative gifts, besides the usual postcards. Now...
- 4 Now, science is all about testing and about looking closely at things. Some scientists use microscopes to take a close look. Do you know what a microscope is? Well, we're just going to use a simple piece of paper. Like this. We're going to cut out a square in the middle to make a window, which we'll do like this by folding the piece of paper in half, and then we're going to look at a leaf through the window we've made. Then later we're going to go outside and take a look at a tree trunk. So, do you all have your piece of paper? OK, now fold it in half...
- 5 This next painting is of Sir Isaac Newton, the famous physicist and mathematician. Newton was born in 1643 in a small village in England. He was born to a family of farmers who owned animals and land, thus making them fairly wealthy. According to his own later accounts, Newton was born prematurely, and no one expected him to live. His father, also named Isaac Newton, had been a farmer and had died three months before Newton's birth, at the time of the English Civil War. When Newton was three, his mother remarried and went to live with her new husband, leaving her son in the care of his maternal grandmother.

**6.22** CD4 Track 20

#### P = Presenter, L = Lucy

P According to a recent survey, we are a nation on the move. Every year thousands of people leave the city and pack up and head to the country in search of a better life. It seems like a logical thing to do – less crime, better air quality, less stress, and lower housing costs. Six years ago, Lucy Beck, a 41-year-old IT consultant, made a life-changing decision and moved from an apartment in a busy city neighborhood to a house with four acres of land in the middle of the country. Hello, Lucy.

- L Hi.
- P So, what did your friends think when you told them you were moving?
- L They all thought I was crazy. They thought I'd have a nightmare commute getting to work, for example, and that I'd be lonely, miss my friends, things like that.
- P And has any of that happened?
- L Not at all. I made an arrangement with my company to work from home more, so I only have to go into the office once a week. And my friends come and stay with me on weekends, so in many ways I see them more often. Besides, I've made friends with the locals in the village here and it's great. I mean, it's one of the benefits I hadn't expected. I'd always thought about the obvious things, such as beautiful countryside and a better standard of living, but one of the things I value most is the fact that the people here seem to keep the traditional values in life. We all try to help each other as much as we can. For example, if I do something for someone in the village, then they'll probably give me homegrown vegetables or eggs as a thank-you. I certainly never had that when I lived in the city.
- P There must be some disadvantages though, a downside?
- L Well, at first I had a few problems. There were quite a few power outages during storms. Also, at that time most local shops weren't open on Sunday and there aren't many restaurants or cafes. So, I had to learn to be much more organized than before. When I lived in the city, if I didn't have time to go shopping, I just used to get takeout or have something delivered or go out to eat. But that's not much of an option these days.
- P Anything else?
- L Yes, I do think that if you move to the country, you need your own car. Public transportation isn't that good in my village. The bus comes through here only two or three times a day, depending on whether it's a weekday or weekend, so you really do need to have your own transportation.
- P But otherwise it's all positive?
- L Absolutely. It was the best decision I've ever made.



- **G** structures after wish
- **V** -ed / -ing adjectives and related verbs; expressions with go
- **P** sentence rhythm

## I wish you wouldn't ...!

#### File 7 overview

Lesson **7A** introduces the construction *I wish* ... to express present and past regrets, disappointments, and annoyances. Lesson **7B** looks at clauses of contrast (e.g., *Even though* ..., *In spite of* ...) and clauses of purpose (e.g., *so that* ..., *in order to* ...), and there is a mini grammar focus on *whatever*, *whenever*, etc. Finally, lesson **7C** reviews and extends SS' knowledge of relative clauses. The lexical areas in this File are *-ed / -ing* adjectives, business and advertising, and prefixes.

#### **Lesson plan**

The grammatical aim of this lesson is to teach SS to be able to use the construction *I wish* ... to express annoyance (*I wish my sister wouldn't borrow my clothes*) and to express present and past regrets or disappointments (*I wish I were taller, I wish I hadn't said that*). The topic in the first half of the lesson is things that annoy us in our daily lives, e.g., a salesperson talking on the phone while you are waiting to be served. In the second half of the lesson, SS read about and listen to people talking about things they regret. The vocabulary focus is on different ways of expressing feelings, with a verb or with an *-ed* or *-ing* adjective, e.g., *It annoys me, I'm annoyed, It's annoying.* The pronunciation focus is on sentence rhythm.

#### **Optional lead-in** (books closed)

- Write on the board THINGS THAT REALLY ANNOY US
- Explain to the class that there are things that other people do that really annoy us. Give an example of your own, e.g., people who talk too loudly in public places, and write it on the board.
- Then elicit more ideas from the class, e.g., six sentences, and leave them on the board.

#### 1 SPEAKING

- Books open. Focus on the magazine article and the task. Point out that "pet peeves" is an informal expression for things that annoy you. If you did the optional lead-in, tell SS to read the list of annoying things to see if any of the ideas you elicited are on the board.
  - Put SS in pairs. If you didn't do the optional lead-in, focus on the task and give SS a few minutes to discuss the things in the list and to choose their top three.
  - Elicit responses from the class. Tell the class your top three, too. You could find out which is the most annoying habit for the whole class.
  - Focus on the **GET IT RIGHT** box and go through the list of expressions. Point out that all the expressions are more or less synonymous, but that *It drives me crazy / nuts ...* and *It drives me up the wall ...* are more informal and are used when something really annoys us.

- **b** Focus on the task. Tell SS individually to think of three more things that annoy them in their daily life, e.g., at home, at school, at work, in the street, driving, on public transportation, etc. Help with any vocabulary SS may need.
  - Then put SS in groups of three to compare their answers with other SS using the expressions in GET IT RIGHT. Elicit responses from the whole class. You could tell SS some of your own "pet peeves."

#### **2 GRAMMAR** wish + simple past and would / could

- **a** 7.1 Focus on the instructions. Explain that SS are going to hear four short conversations. They will listen once and decide which of the annoying habits in the magazine article the people are talking about.
  - Play the CD once, pausing after each conversation for SS to write their answers. Play the recording again if necessary.

#### 7.1

CD4 Track 21

- 1 A I wish you wouldn't do that!
  - B Do what? I'm not doing anything.
  - A You know very well what you're doing. You can read the paper when I'm finished with it.
- 2 A Oh... that's so typical!
  - B Is it broken?
  - A Yes, can't you see one of the wheels doesn't work. I wish I had a dollar for every time I picked the *one* broken one. I'd be a millionaire by now.
- **3** A Which way do you want to go? On the streets or take the expressway?
  - **B** I don't know. Whichever way's the quickest.
  - A I wish I knew, but it depends on the traffic.
  - B Well, you decide. You're the expert.
- 4 A Whoa! Did you see that? He nearly hit me.
  - **B** Yes, he was going pretty fast.
  - A I wish they would ride in the street. I mean, the sidewalk is supposed to be for pedestrians. I'm sure it's illegal.
  - B Yeah, but he was only a child. It's kind of dangerous for him to ride in the street.



**b** • Focus on sentences 1–4, which have been taken from the four conversations. Play the CD again, pausing to give SS time to try and complete the sentences. Play the recording again for SS to check their answers. Elicit the missing words from the class.

1 you wouldn't do

3 I knew

2 I had

- 4 they would ride
- **c** Focus on the task and give SS a few moments to decide their answers. Check answers.

#### speakers 1 and 4

**d** • Tell SS to go to **Grammar Bank 7A** on page 144. Go through the examples and rules with the class for *wish* + simple past and *wish* + *would* / *could* only. Model and drill the example sentences.

#### **Grammar notes**

These structures after *wish* are new for SS and have been separated into two parts. First, SS learn to use *wish* to refer to the present / future and later to refer to the past to express regrets.

wish + simple past, wish + would / wouldn't or could

The first thing to establish is the meaning of wish (= to want something to happen or to be true, even though it is impossible / unlikely, e.g., I wish I were taller, I wish my hair weren't so curly). Depending on SS' L1, you may want to contrast wish and hope. For something more likely to happen we use hope, e.g., I hope I'll pass the exam. NOT I wish I passed the exam.

• rule 1: In the first person, wish is often used as an exclamation. You can use that after wish, e.g., I wish that I had more money, but it is nearly always left out, especially in speech. Point out that we sometimes use was after wish, e.g., I wish I was taller, but only in informal speech. Explain that I wish he could ... means that you want him to be able to do something (in the present) that he can't.

The information about *If only* in the box applies to all uses of *wish*. *If only* is simply a stronger expression, e.g., *If only it would stop raining!* is stronger than *I wish it would stop raining*. We normally use an exclamation mark after *If only* ...!

• Focus on the exercises on page 145 and get SS to do exercise **a** only, individually or in pairs. Check answers.

a 1 had

5 would buy

2 lived

6 could

3 would drive

o could 7 had

4 would stop

8 would turn

- Tell SS to go back to the main lesson on page 100.
- e This is an oral grammar practice activity. Focus on the task and demonstrate the activity by giving personal examples for each of the sentences. Give SS time to complete the sentences and monitor while they do this, making sure they are writing sentences that are grammatically correct and that make sense. Remind SS not to use would after I wish I ...

#### Extra support

Write your personal examples on the board.

• Now get SS to compare what they have written with their partner. Elicit responses from the class.

## **3 VOCABULARY** *-ed/-ing* adjectives and related verbs

**a** • Focus on the information box and go through the examples with the class.

#### **Extra support**

Give SS another example as follows:

verb: **to bore**, adjectives: **bored** / **boring**, e.g., This program **bores** me. / It's a **boring** program = It's a program that makes me feel **bored**.

 Then focus on the instructions to the exercise and give SS time to do the task either individually or in pairs. Check answers, modeling pronunciation where necessary.

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- Focus on the instructions and on the example (number 1).
   Drill pronunciation of the two adjectives and elicit the meaning (very happy). SS learned this adjective in
   Vocabulary Bank Feelings. Elicit that She was a delightful person = She made me feel delighted.
  - Give SS time to do the task. They have seen *scary* before in **3C** and should know *stressful*. They may not know *impressive* and *offensive*. Check answers and elicit which syllable is stressed.

2 scary 4 stressful 3 impressive 5 offensive

#### Extra challenge

Alternatively, you could call out the sentences in **a** and **b** in random order saying "blank" instead of the adjective / verb and get the class to call out the missing word, e.g., *Jack wasn't very BLANK when we made fun of his new tie; I'm very stressed by my new job. My job is very BLANK*.

c • Put SS in pairs. Focus on the task, which activates orally some of the adjectives in a and b. Give SS a couple of minutes to think about which of the subjects they can talk about and then tell SS to take turns to talk. You could tell SS some of your own experiences, too.

#### 4 READING

a • Focus on the task and elicit ideas from the class.

In the first photo, she is in her fifties and in the second she is 19. Her hair is lighter and thinner now, and she has wrinkles.

**b** • Focus on the instructions. Tell SS to read the text once all the way through before doing the task. Then get them to compare their answers with a partner. Then check answers.

A 4 B 2 C 1 D 6 E 3 F 5



- Now tell SS to read the article again. Then give them time to do the task. Point out that the numbers in parentheses refer to the paragraph numbers in the article. Check answers and drill pronunciation where necessary.
  - 1 reminds me
  - 2 gorgeous
  - 3 a waste
  - 4 starring
  - 5 witty
  - 6 the life and soul (of the party)
  - 7 gentle
  - 8 challenges
- Do this as a whole class activity. Give SS time to quickly read the first paragraph again and then elicit SS' ideas for a sentence that summarizes her advice. Write two or three of these on the board and get the class to decide which they think is best. Then repeat this process for the other paragraphs.

#### Possible answers

- 1 Be happy with the way you look when you are young.
- 2 If you become successful, enjoy it don't be embarrassed by it.
- 3 Be a good listener, not just a good talker.
- 4 Try to understand why someone is treating you badly. It's probably because they are unhappy.
- 5 Make the most of your time when you are young enough to learn things.
- 6 If you are offered the chance to do something new, go for it!

#### 5 GRAMMAR wish + past perfect

- **a** Focus on the task and give SS time to find the seven sentences.
  - Elicit responses and write them on the board.

Here she talks about things she wishes she had known then ... (intro)

I wish I'd known what I was going to look like 30 years later ... (para 1)

I wish I'd known that it's possible to enjoy the good things about fame ... (2)

I wish I had learned sooner how to listen to people better ... (3)

I wish I had been more gentle with people in that situation ... (4)

I wish I'd spent more time on my piano lessons. (5) I wish I had always said yes to challenges. (6)

• Now ask SS the two questions and elicit answers.

The tense is the past perfect. The wishes refer to the past.

Tell SS to go to Grammar Bank 7A on page 144. Go through the examples and rules with the class for wish + past perfect. Model and drill the example sentences.

#### **Grammar notes**

#### wish + past perfect

Here SS extend their knowledge of how to use *I wish* and learn to use it with the past perfect to express a regret. With this meaning, *wish* can be used with all persons (*I wish I had ..., I wish you had ...*, etc.)

- Focus on the exercises for **7A** on page 145 and get SS to do exercise **b** individually or in pairs. Check answers.
  - **b** 1 I wish I hadn't left my camera in the car.
    - 2 I wish I had set my alarm clock.
    - 3 I wish I hadn't bought a house in the country.
    - 4 I wish I hadn't dropped my cell phone in the bathtub.
    - 5 I wish I had studied for the test.
    - 6 I wish I had taken a vacation last year.
- Tell SS to go back to the main lesson on page 102.
- **c** This is an oral grammar practice activity. Focus on the task and get SS to do it with a partner. Explain that they should write sentences referring to the past using *I wish* + the past perfect (<u>not</u> *wish* + simple past). Tell SS to try and think of at least two sentences for each situation. Elicit responses.

#### Possible answers

- 1 I wish I had some money. / I wish I hadn't spent so much.
- 2 I wish I hadn't had my hair cut so short. / I wish I hadn't changed the color.
- 3 I wish I had learned more English in school. / I wish I had taken extra classes.

ras gadalah dalah basa dalah dalah dalah dalah basa berakara

4 I wish she hadn't left me. / I wish I hadn't gotten so angry.

#### **6 PRONUNCIATION** sentence rhythm

#### **Pronunciation notes**

This exercise gives SS practice in using correct stress and rhythm in *wish* sentences. Remind SS that the key to speaking English with a good rhythm is stressing the information-carrying words in a sentence more strongly and the other words, e.g., articles, weakly.

**a** • 7.2 Focus on the task. Tell SS to close their books. Play the CD once the whole way through. Then play it again, pausing after each sentence to give SS time to write the sentences. Finally, play the CD once more for SS to check their sentences. Elicit their responses and write them on the board.

#### 7.2

CD4 Track 22

- 1 I wish I hadn't eaten all the candy.
- 2 I wish you wouldn't drive so fast.
- 3 I wish it weren't my turn to cook tonight.
- 4 I wish it would stop raining.
- 5 I wish we didn't have to go to the party.
- **6** I wish I'd bought that jacket I saw yesterday.
- **b** Now play the CD again, pausing between each sentence for SS to underline the stressed words. Play the recording again if necessary. Check answers.



- 1 I wish I hadn't eaten all the candy.
- 2 I wish you wouldn't drive so fast.
- 3 I wish it weren't my turn to cook tonight.
- 4 I wish it would stop raining.
- 5 I wish we didn't have to go to the party.
- 6 I wish I'd bought that jacket I saw yesterday.

#### **Extra support**

Play the CD for SS to listen and repeat the sentences, trying to copy the rhythm.

Focus on the task and give SS time to match the six *I* wish ... sentences from the dictation to sentences A–F.
 Do the first one with the class as an example.

#### A 5 B 2 C 4 D 1 E 6 F 3

• Put SS in pairs and get them to practice the six two-lined dialogues from the matched sentences. Encourage SS to concentrate on getting the rhythm right, especially in the *I wish* ... sentences.

#### 7 LISTENING & SPEAKING

- **a 7.3** Focus on the task and go through sentences A–E.
  - Tell SS just to listen the first time and try to get the gist of what they hear without writing anything.
  - Play the CD all the way through once. Then play it again, pausing after each speaker to give SS time to choose their answer. Get SS to compare with a partner. Elicit the answers from the class.

#### A 5 B 4 C 1 D 3 E 2

#### 7.3 CD4 Track 23

(audioscript in Student Book on page 130)

- 1 When I was a young man, about 17, I was working in Spain as an electrician for the German car company Mercedes. A man from the engineering company Bosch visited Mercedes, and he liked the way that I worked, and he offered me a job in Germany. I suppose it is what you would call "an apprenticeship." I would have learned to become an engineer. I really wanted to do it, but my parents didn't want me to leave home and go and work in a foreign country. In those days not many people did that. So, in the end I didn't go. But I really wish that I'd taken that job because I think it would have opened doors for me, and my professional life would have been more fulfilling.
- 2 Three years ago I was going to take part in a dance contest. I was a little bit pale, so I decided to go to a tanning salon the day before the contest. I didn't have much time, and I wanted to get a nice tan really quickly, so I stayed under the lamp about 20 minutes. Unfortunately, that was too long and I got burned. The top and the skirt I wore the next day for the contest were really skimpy, and so everyone in the audience could see how red my skin was. I felt really stupid and really wished I hadn't done it.
- 3 I really wish I'd been able to know my grandmother better. She died when I was 12, and since then I've discovered that she must have been a fascinating person, and there are so many things I would love to have been able to talk to her about. She was Polish, but she was in Russia, in St. Petersburg, during the Russian Revolution, and she knew all kinds of

- interesting people at the time: painters, writers, people like that. I was only a child, so I never asked her much about her own life. Now I'm discovering all about her through reading her old letters and papers, but I wish she had lived longer so that I could have talked to her about those times face-to-face.
- 4 The only thing I really regret is not having had the courage to talk to a guy who I saw at a party last summer. I really liked him he was very goodlooking but I just wasn't brave enough to start a conversation. I wish I'd tried. I'm absolutely positive we would have gotten along well. And now it's too late he's engaged to another woman!
- 5 My biggest regret is how I spent my time in college. I studied English literature, which was something I was interested in, but it certainly wasn't the most important thing in my life. I played a lot of sports, I played in a band, and I listened to a lot of music, but I also spent most of my time either socializing or sleeping. And in terms of studying, I just did the bare minimum – I read what I had to, but never anything more. I only went to the compulsory lectures, never the optional ones, and I left all my essays until the last minute and kept them as short as I could. OK, I passed my exams and I got my degree in the end, but I've always regretted not taking more advantage of those four years. I wish I'd realized at the time that this was a unique opportunity to read lots of novels, to learn about great writers, and to listen to people who really knew what they were talking about. Now I'm working and have small children, so I don't have time to read anything.
- **b** Focus on the task. Make sure that SS understand *skimpy* in 2 (= very small and not covering much of your body) and *the bare minimum* in 5 (= an informal expression meaning "as little as possible"). Play the CD again, pausing after each speaker to give SS time to compare with a partner. Play each part again if necessary. Check answers.
  - 1 Mercedes and Bosch He was working for Mercedes (the German car company) when a man from Bosch (the German engineering company) offered him a job. It would have opened doors for me. Taking the job would probably have given him better work opportunities when he went back to Spain.
  - 2 The top and the skirt I wore were really skimpy. Her clothes didn't cover much of her body, so everyone could see how burned she was.
  - 3 The Russian Revolution Her (Polish) grandmother was in Russia during the revolution and met many interesting people (painters, writers). Her granddaughter wishes she could have talked to her about this time.
    - Old letters By reading her old letters, the granddaughter is discovering about her life.
  - 4 I really liked him. She was attracted to the man.

    Now it's too late. It's too late because the man she was too afraid to talk to is now engaged to be married.
  - 5 *I just did the bare minimum.* He studied as little as possible, just doing enough to pass his exams but not more.



This was a unique opportunity. — Being a student was a once-in-a-lifetime chance to learn about literature from people who really knew about the subject, and it was a chance to read a lot of novels.

#### **Extra support**

If there's time, you could get SS to listen to the CD with the audioscript on page 130 so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

- **c** Focus on the instructions and on the research. When SS have read it, tell them if you identify with any of the regrets, and elicit from SS whether any of them do.
- **d** Focus on the task, and give SS time to think of three regrets. Emphasize that they should all be about something that happened (or didn't happen) in the past. Then get SS to work with a partner and compare regrets. Encourage SS to ask each other for more information.
  - Elicit responses from the class about some of the SS' regrets. Tell SS about some of your regrets, too.

#### **8 VOCABULARY** expressions with *go*

 Focus on the two sentences in the box and elicit what they mean from the class.

going on = happening
go for it = take the opportunity (that is being offered
to you)

- **b** Focus on the task and give SS time to complete the sentences. Check answers and get SS to say what the expression means in each case.
  - 1 go over = look at again, review
  - 2 goes wrong = stops working correctly
  - 3 gone back on = not kept a promise or your word
  - 4 go without = live without having
  - 5 go with = match, complement
  - 6 go to sleep = fall asleep
  - 7 go far = be successful
  - 8. went off = made a sudden loud noise
  - 9 go for it (see a)
  - 10 going on (see a)
- **c** Now get SS to ask and answer the questions with a partner.

### 9 J.4 SONG J If I could turn back time

• This song was originally recorded by the singer Cher in 1989 and was a worldwide hit. For copyright reasons this is a cover version. If you want to do this song in class, use the photocopiable activity on page 237. The song links to the lesson as the singer regrets something she did in the past and wishes she could "turn back time."

7.4

CD4 Track 24

#### If I could turn back time

If I could turn back time
If I could find a way
I'd take back those words that have hurt you
And you'd stay

I don't know why I did the things I did I don't know why I said the things I said Pride's like a knife it can cut deep inside Words are like weapons, they wound sometimes

I didn't really mean to hurt you, I didn't want to see you go I know I made you cry, but baby

Chorus (If I could turn back time...)
If I could reach the stars
I'd give them all to you
Then you'd love me, love me
Like you used to do
If I could turn back time

My world was shattered, I was torn apart Like someone took a knife and drove it deep in my heart You walked out that door, I swore that I didn't care But I lost everything darling then and there

Too strong to tell you I was sorry Too proud to tell you I was wrong I know that I was blind, and darling...

**Chorus** (If I could turn back time...)

#### **Extra photocopiable activities**

#### Grammar

wish page 176

#### **Communicative**

Wishes A page 214 (instructions page 194)

Wishes B page 215 (instructions page 194)

#### Song

If I could turn back time page 237 (instructions page 230)

#### **HOMEWORK**

Study Link Workbook pages 64–66



- **G** clauses of contrast and purpose; whatever, whenever, etc.
- V business and advertising
- **P** changing stress in nouns and verbs

## A test of honesty

#### **Lesson plan**

This lesson introduces clauses of contrast after expressions like *Even though* ..., *In spite of* ..., etc., and clauses of purpose or reason after expressions like *so that* ..., *in order to* ..., etc. There is also a mini grammar focus on using *whatever*, *whenever*, etc. The topic and lexical area of the lesson is business and advertising. In the first half of the lesson, SS read and listen about a man who set up a business selling bagels in companies and unintentionally designed an interesting test of honesty. The honesty link is continued in the second half of the lesson, where the focus is on honesty (or dishonesty) in advertising and how companies try to trick us through the use of misleading advertisements.

#### Optional lead-in (books closed)

- Write the word **HONEST** and elicit the part of speech (it's an adjective), the pronunciation (/'anəst/ stress that the *h* is not pronounced), and the meaning (always telling the truth, never stealing or cheating). Then elicit the opposite adjective (*dishonest*) and the noun (*honesty*).
- Then ask the class if they are usually honest about the following:
  - 1 not cheating on an exam
  - 2 playing a game (e.g., cards) or in sports
  - 3 saying what they really think if someone asks their opinion about, e.g., their clothes

#### 1 READING & LISTENING

- Books open. Focus SS' attention on the photos and the title of the article, and quickly elicit ideas from SS as to what the article could be about.
- **b** Set SS a time limit to read the text to find out what it is about. Quickly go through sentences 1–7 so that SS know what they will later be trying to remember. Tell SS not to worry at this stage about unknown words but just to try to get the gist of the article.
  - When SS have finished reading the text, put them in pairs and tell them to cover the article, and together discuss what they can remember about the article using sentences 1–7 to help them. Check answers.
    - 1 He worked in Washington analyzing weapons expenditures for the US Navy. / He held senior level jobs. / He earned good money. / He was the head of the public research group.

2 At office parties, his coworkers introduced him as "the guy who brings in the bagels" (instead of "the head of the public research group").

3 It started as a way of rewarding his employees when they won a contract. Then it became a habit. Every Friday he bought in bagels and cream cheese.

4 People from other departments wanted bagels too. Finally he was bringing in so many bagels that he needed to charge to cover his costs. Ninety-five percent of people paid.

- 5 They thought he was crazy ("had lost his mind").
- 6 Within a few years, he was delivering thousands of bagels (8,400) a week to many companies (140).
- 7 He discovered how honest his customers were and what kind of people and companies stole more or less.
- There is some new vocabulary in this text and you might want to point out some of this to the class, e.g., tackle = deal with something difficult, treating his employees = rewarding, recoup his costs = get back the money he had spent, oversight = when you forget to do something, quit his job = leave his job, pitch = sales idea, leftovers = food that isn't eaten, versus = compared with.
- **c** Focus on the task and give SS time, in pairs, to predict the answers to questions 1–6. They can do this orally. Get some feedback from the class on what they think the right answers will be.
- **d** 7.5 Tell SS that they are now going to listen to the economist. You may want to point out before they listen that he often says an office when he is referring to a department in a company. You may also want to make sure SS understand the following American holidays: Labor Day = a national holiday to recognize all workers; it's on the first Monday in September, Fourth of July = the day that marks the US becoming an independent country, Thanksgiving = a special day to give thanks for the good things in life; it's on the fourth Thursday in November.
  - Play the CD. Pause after the first section, and give SS a few moments to circle the answers. Check answers and find out how many SS guessed correctly. Then repeat with the next section, until they have answered all five questions.
    - 1 Ь (80-90%)
    - 2 Smaller offices were more honest.
    - 3 The cash basket has hardly ever been stolen.
    - 4 They cheated more during bad weather.
    - 5 They cheated more before Christmas because many people often feel anxious and stressed before this holiday and don't look forward it.
    - 6 Executives cheated more than lower-level employees.

7.5

CD4 Track 25

(audioscript in Student Book on pages 130 and 131) When Paul Feldman started his business, he projected that at least 95 percent of the people would pay for their bagels. He made this forecast presumably because that was the payment rate that he got in his own office. But in fact, that rate wasn't representative at all. In his office, most people paid probably just because Feldman worked there himself, and they knew him personally and probably liked him.

So, when Feldman began his project of selling bagels

in other offices, he had to accept less. After a while, he considered that a company was "honest" if over 90 percent of the people paid. Between 80 and 90



percent was what he considered to be normal, or the average rate. He didn't like it, but he had to accept it. It was only if a company habitually paid less than 80 percent – which luckily not many did – that he would feel he had to do something. First, he would leave a note, sort of giving them a warning, and then, if things didn't improve, he would simply stop selling there. Interestingly, since he started the business, the baskets he leaves to collect the cash have hardly ever been stolen. Obviously, in the mind of an office worker, stealing a bagel isn't a crime – but stealing the money basket is.

So, what do the bagel data tell us about the kind of offices that were not honest, the ones that didn't pay? Well, first of all, it shows that smaller offices are more honest than big ones. An office with 20 to 30 employees generally pays 3–5 percent more than an office with two to three hundred employees. This seems to be because in a smaller community, people are more worried about being dishonest – probably because they would feel worse if they were caught. The bagel data also suggest that your mood, how you feel, affects how honest you are. For example, the weather is a really important factor. When the weather is unusually good, more people pay, but if it's unusually cold or rainy, fewer people pay. And people are also affected by public holidays, but in different ways – it depends on which public holiday. Before Christmas and Thanksgiving, people are less honest, but just before the 4th of July and Labor Day, they are more honest. This seems to be because holidays like the 4th of July, are just a day off work, and people always look forward to them. But Christmas and Thanksgiving are holidays when people often feel very stressed or miserable. So their bad mood makes them less honest.

The other thing Feldman believes affects how honestly people behave is the morale in an office. When employees like their boss and like their job, then the office is more honest. He also thinks that the higher the position people are promoted to, the less honest they are. He reached this conclusion because over several years he'd been delivering three baskets of bagels to a company that was on three floors: the top floor was the executive floor, and the two lower floors were for people who worked in sales and service, and administration. Well, it turned out that the least honest floor was the executive floor! It makes you wonder whether maybe these guys got to be executives because they were good at cheating!

But, in general, the story of Feldman's bagel business is a really positive one. It's true that some people *do* steal from him, but the vast majority of customers are honest, even though no one is watching them.

 Focus on the task and quickly run through the sentences. Play the CD again, pausing after each paragraph to give SS time to choose the right answer. Then play it again the whole way through for SS to check their answers. Elicit answers from the class.

1 c 2 a 3 b 4 c 5 c

#### Extra support

If there's time, you could get SS to listen to the CD with the audioscript on page 130 and 131 so they can see what they understood / didn't understand. Translate / explain any new words or phrases.

• Ask the question (*How do you feel about people ...?*) one by one to the class and elicit opinions. Try to find out what the majority opinion is. Give your opinion, too.

#### Extra challenge

Alternatively, you could get SS to discuss the answers to these questions in pairs before getting the majority of opinions.

#### 2 VOCABULARY business and advertising

- **a** Focus on the task and give SS a couple of minutes or so to do this. Check answers.
  - 1 the head
  - 2 boss
  - 3 employees
  - 4 customers
- **b** Tell SS to go to **Vocabulary Bank** *Business and advertising* on page 156. Focus on section **1 Verbs** and expressions and give SS time to do exercise a individually or in pairs. Check answers, and model and drill pronunciation where necessary.

1 set up 6 expand
2 manufacture 7 become
3 market 8 take over
4 import 9 launch
5 export 10 merge

• Now focus on **b**. Give SS time to put the word(s) into the right column. Check answers and drill pronunciation where necessary. Explain that *a deal* = a business agreement and *make an investment* = put money into a business, property, etc., in the hope that you will make a profit or gain some benefit.

do business (with), a job, market researchmake a deal, a decision, an investment, money, a profit

- Now focus on section 2 Organizations and people a and b, and give SS time to match the words and definitions. Check answers and drill pronunciation. You might also want to teach the word *worker*, which is often used to describe someone who works in an office or factory, etc.
  - a 1 a chain
    - 2 a business / company / firm
    - 3 a multinational (company)
    - 4 the headquarters
    - 5 a branch



- b 1 the staff
  - 2 an employee
  - 3 an employer
  - 4 a customer
  - 5 a client
  - 6 a coworker
  - 7 the chief executive officer (CEO)
  - 8 the owner
  - 9 the head of the department
- 10 a manager
- Now focus on section **3 Advertising** and give SS time to match the words and pictures. Check answers and drill pronunciation. **NB**: *Advertisement* can be pronounced with stress on the second or third syllable. Make clear the difference between *slogan*, which is something that is written or spoken, and *logo*, which is a design or symbol that companies use to identify their product.

1 logo
2 commercial
3 advertisement / ad
4 slogan
5 junk mail
6 cold-calling

• Finally, focus on the instruction "Can you remember the words on this page? Test yourself or a partner."

#### **Testing yourself**

For **Verbs and expressions a** SS can cover the words on the left and try to remember them by reading the words on the right. For **b** they can look at the words in the box and remember if they are *do* or *make*. For **Organizations and people** they can cover the words on the left and read the definitions to remember the words. For **Advertising** they can cover the words / phrases and look at the pictures to remember them.

#### Testing a partner

See **Testing a partner** page 18.

Study Link SS can find more practice of these words and phrases on the MultiROM and on the *American English File 4* Website.

- Tell SS to go back to the main lesson on page 105.
- **c** This is an oral grammar practice activity. Focus on the quiz and give SS time to do this with a partner before eliciting answers from pairs. In the second part where they tell you names of companies or businesses, get them to tell you what the company or business does.
  - 1 An employer is the person or organization that employs other people to work for him / her / them, An employee is a person who is hired to work for someone else.
  - 2 A customer is someone who buys a product (e.g., goods in a store) or a service (e.g., a haircut at a salon). A client is someone who pays a professional for a service (e.g., a lawyer for legal advice).
  - 3 The boss is the person in charge of a group of people. The staff is a group of people who work for a business / company.
  - 4 Set up a company = start a company; take over a company = when one company takes control of another
  - 5 Export a product = sell a product to another country, import a product = buy a product from another country

## **3 PRONUNCIATION** changing stress in nouns and verbs

- **a** Focus on the information box and go through it with the class, highlighting the two examples. Then get the class to practice saying all eight words (*project*, *record*, *convert*, etc.) both ways, first as a noun then as a verb, e.g., noun: *record*, verb: *record*.
  - You may want to point out that certain verbs, such as *import*, *export*, *increase*, and *decrease*, are stressed on the first syllable as a noun (e.g., *export*) but can be stressed on <u>either</u> the first or second syllable as a verb (e.g., *export* or *export*).
  - Highlight that when the stress shifts from one syllable to another, often one or both vowel sounds change, too. As an example, you could model the noun *record* /'rɛkərd/ and the verb *record* /rɪˈkərd/. The vowel sounds change because unstressed vowels tend to be weak, or reduced, whereas stressed vowels are pronounced clearly.
- **b** Focus on the task and give SS time to mark the stress on the highlighted words. Don't check answers at this stage as SS are going to hear the words.
- You could pause after each sentence and elicit the right answers as you go, or check answers after you have finished playing the recording.

1 progress6 rejects2 progressing7 produce3 recorded8 produced4 record9 objects5 rejected10 object

#### 7.6

CD4 Track 26

- 1 We're making good progress with the report.
- 2 The new building is progressing well.
- 3 Home sales are recorded at the courthouse.
- 4 Sales of hybrid cars have reached a new record.
- 5 Half the applicants for the job were rejected.
- 6 Rejects are sold at a reduced price.
- 7 The demand for organic produce is growing.
- 8 Most toys are produced in China nowadays.
- **9** My boss objects to people dressing casually at work.
- 10 Making a profit is the company's main object.

#### Extra support

You could get SS to listen and repeat after the CD.

#### MINI GRAMMAR whatever, whenever, etc.

• Focus on the example from the article (*Honest workers or thieves?*) and on the explanation. Then go through the rules with the class regarding *whatever*, *whichever*, etc., giving SS these examples:

*You can have whatever you want.* = It doesn't matter what you want, you can have it.

He offered me two watches and said I could have whichever one I wanted. = It doesn't matter which one. I'll buy it however much it costs. = The price doesn't matter.



**However** hard I try, I can never remember birthdays. = It doesn't matter how hard I try ...

*I always take my identity card wherever I go.* = It doesn't matter where I go ...

- Explain that *whichever* is used instead of *whatever* when there is a very limited choice, usually two or three.
- Focus on the exercise and give SS a couple of minutes to do it. Check answers.

1 wherever

4 however

2 whoever

5 Whatever

3 Whenever

6 whichever

#### Extra support

If you think your class needs more practice, use the extra photocopiable exercises on page 187.

#### 4 GRAMMAR clauses of contrast and purpose

**a** • Focus on the ad and the questions. Set SS a time limit to read it and decide if they would buy the product. Elicit answers from the class.

SS will probably say they wouldn't try the product as it seems very unlikely that it would work.

- Then ask SS if they think it's a real ad, and explain that in fact, it isn't a real advertisement (*Pumavite* doesn't exist), but it was produced by a government agency to draw attention to fraudulent advertising.
- **b** Focus attention on the magazine article. Set SS a time limit to read it once quite quickly and to put a check next to the paragraphs that talk about a trick that the *Pumavite* ad used. Tell SS not to worry about the blanks in the text at this stage and not to use the glossary yet.

Buy now while supplies last! ✓ The camera never lies, or does it? ✓ Trust me, I'm a doctor (or a celebrity) ✓

c • Focus on the task and on the phrases that SS have to try and insert in the text. Suggest that SS read each paragraph carefully one by one, using the glossary to help with new words and filling in the blanks as they go. Although this is "new grammar," SS should have seen most of the highlighted expressions before, and the context will help them to fill in the blanks in the text even if they are unsure of the exact meaning of some of the highlighted phrases. Get SS to compare their answers in pairs before checking answers.

1 H 2 G 3 A 4 D 5 C 6 E 7 F 8 B

#### **Extra support**

You could do the first paragraph with the class as an example.

**d** • Focus SS' attention on the eight clauses in the text (which begin with the highlighted phrases) and ask them to decide if they express a contrast or a purpose (= the aim or function of something). Check answers.

A contrast:	A purpose:	
	for	
In spite of		
	so as to	
Even though		
Although	In order to	
	so that	
	The state of the s	

e • Tell SS to go to **Grammar Bank 7B** on page 144. Go through the examples and rules with SS.

#### **Grammar notes**

#### clauses of contrast

- rule 1: SS should be familiar with the meaning and use of *although*. Here they are introduced to *though* and *even though*.
- rule 2: SS will have seen *in spite of* or *despite*, e.g., in reading texts, but in this lesson they learn how to use them. Explain that when a verb follows, it must be a gerund.

#### clauses of purpose

SS have previously learned to use to + base form to express purpose. Here they learn other ways of expressing the same idea.

- rule 1: So as to and in order to are more formal than to (but see rule 4). Make sure SS don't use for + infinitive here, e.g., NOT I went to the bank for to talk to my bank manager.
- rule 2: Stress that *for* + gerund is only used to describe the purpose of a thing (often in answer to the question *What's it for?*). It can't be used for the purpose of an action, e.g., NOT *I come to this school for learning English*:
- rule 3: Point out that when there is a new subject in a clause of purpose, we <u>must</u> use so that (and not to, in order to, so as to), e.g., We bought a big car so that the children would have more space. NOT ... in order to the children have more space.
- rule 4: The main point to stress here is that the most common way of expressing purpose in spoken English (to + base form) can't be used to express negative purpose; however, you can use in order not to and so as not to.
- Focus on the exercises for **7B** on page 145 and get SS to do them individually or in pairs. Check answers after each exercise.

a 1	despite	6	spite								
COLUMN TO THE PROPERTY OF THE PARTY OF THE P	even	7	that								
3	to	- 8	Although								
4	as	9	for								
5	order	10	Despite								
b 1	we wouldn't arrive late.										
	she earns a fortune the terrible reviews / the reviews being terrible /										
3											
	the fact that th										
	the fog was										
THE RESERVE AND ADDRESS OF THE PARTY OF THE	not to offer	20 30 20 1 X 1 X 1 X 1 X 1 X 1 X 1 X 1 X 1 X 1									
6	to explain t	he new po	licy.								

• Tell SS to go back to the main lesson on page 107.



f • Sentence race. Put SS in pairs. Focus on the task and make sure SS know what they have to do. Monitor while pairs are writing their sentences and point out any incorrect sentences you see but don't correct them. When the time limit is up, elicit several possible answers for each sentence and write them on the board.

#### Extra idea

Stop the activity as soon as one pair has ten correct sentences and declare them the winners.

#### Possible answers

- 1 ... exchange them.
- 2 ... didn't say anything to me.
- 3 ... she could be closer to her family.
- 4 ... his unsatisfactory job performance.
- 5 ... personally I think she's very nice.
- 6 ... get a better job.
- 7 ... he was never promoted.
- 8 ... the new product didn't sell very well.
- 9 ... a meeting.
- 10 ... encourage young people to smoke and drink.

### **5 SPEAKING**

• Focus on the **GET IT RIGHT** box and give SS a few moments to underline the stressed syllable on the three words. Check answers and point out that *product* is the word that has a different stress pattern. Model and drill pronunciation.

## product production producer

 Put SS in small groups of three or four and quickly run through the questions making sure SS understand everything. Then give SS time to discuss each question. Go around monitoring, helping with vocabulary, and prompting where necessary. If there's time, get some feedback from the class on how they answered some of the questions.

# Extra photocopiable activities

#### Grammar

contrast and purpose page 177

## Communicative

Guess the sentence page 216 (instructions page 194)

### HOMEWORK

Study Link Workbook pages 67–69

# **Lesson plan**

In this final lesson, SS review and extend their knowledge of relative clauses, both defining and non-defining. The context of the lesson is words. In the first half of the lesson, SS read an extract from a book called The Meaning of Tingo, where the author takes a humorous look at words from other languages that have no exact equivalent in English. The second part of the lesson looks at the origins of several common English words. The vocabulary focus is on making new words by adding prefixes that add extra meaning, e.g., over-, under-. Pronunciation focuses on word stress in words with prefixes.

## Optional lead-in (books closed)

- Write the following words on the board. kindergarten chef siesta pasta karaoke
- Ask SS what they have in common and elicit that they are all foreign words that English has "borrowed" and incorporated into the language.
- Then elicit what languages the words have been borrowed from, and ask if any of these words are used in their L1.

kindergarten - German; chef - French; siesta -Spanish; pasta – Italian; karaoke – Japanese

#### 1 GRAMMAR relative clauses

a • Books open. Focus on the instructions and give SS a few minutes to match the words. Check answers. For each word, get SS to pronounce it correctly using the phonetic transcriptions, and ask SS if they use a similar word in their L1.

1 C 2 F 3 D 4 E 5 A 6 B 7 I 8 H 9 G 10 J

- **b** Check what you know. Here SS quickly review the use of that, who, and whose in defining relative clauses. Give them a few minutes to complete the definitions and match them to the words. Check answers, getting SS to tell you why they used that, who, or whose.
  - 2 igloo, whose
- 5 chauffeur, whose
- 3 robot, that
- 6 graffiti, that
- 4 tycoon, who
- c Elicit that you could use that instead of who and which instead of that.
- **d** Then get SS to write short definitions for the other four words. Check answers.

## Suggested answers

**shampoo** – a liquid soap that you use to wash your hair algebra – a type of mathematics that uses letters and symbols to represent quantities

macho - an adjective that describes a man (or his behavior) that is very masculine in an aggressive way yogurt - a food made from milk that people sometimes eat with fruit

- If your SS seem to be having problems with relative clauses, go to the Workbook page 70. Go through the rules and do the exercise. However, if your SS seemed comfortable with exercise 1b, let them do the Workbook exercise as part of their homework.
- e New grammar. Focus on the instructions and the book extract. Tell SS that the book The Meaning of Tingo is an amusing book that looks at words that exist in other languages but not in English. Set a time limit for SS to read the introductions and definitions but not to fill in the blanks at this point. Then ask if they have a word in their L1 for any of these things.

## Extra challenge

Alternatively, you could ask SS why they think English doesn't have these words. In some cases it is probably because a particular concept doesn't exist, e.g., sidewalk cafes are not as common in the US or UK as in France, so we do not have an equivalent expression for seigneur-terrasse.

**f** • Now focus on the task. If SS have never seen whom before, get them to try to figure out what it means and where it goes. Check answers, and elicit that we use whom for people after a preposition.

1	who			8 who		
2	which	Avisticati		9 who	m -	
	who			0 who	20 00000	
	that			l that		
	that			2 who		
	whose			3 who		
· Z	that		14	4 who	se	

- **g** Focus on the questions and get SS to answer them with a partner. Check answers and elicit why.
  - 1 The first two sentences in the introduction. The commas around the relative clauses show they are non-defining.
  - 2 3, 8, 10, 12, and 13, i.e., instead of who in defining relative clauses
  - 3 3, 4, 5, and 8. You can leave out who or that when the subject of the relative clause is a different person / thing. Compare: A woman (who) you think is pretty ... and a man who spends a lot of time ...
  - 4 If the preposition comes at the end of the relative clause, after the verb, the relative pronoun is who or that. If the preposition comes at the beginning of the relative clause and the relative pronoun comes directly after it, you must use whom for people or which for things.

#### Extra support

You could do the questions with the whole class.

**h** • Tell SS to go to Grammar Bank 7C on page 144. Go through the examples and rules with SS.



#### **Grammar notes**

### defining relative clauses

SS at this level should be fairly confident with basic defining relative clauses, i.e., with who / that / which (rule 1). They have also been introduced to the use of whose and relative clauses where the relative pronoun is left out (rules 2 and 3), but they will still need practice of these kinds of sentences.

• **rule 4**: Here SS learn two ways to say the same thing. Whom + preposition is more formal than who / which and a verb + preposition.

Whom is still used sometimes when the person it refers to is the object of the relative clause, e.g., *The person whom I saw yesterday*, but this is very formal and normally we would either use *who / that* or leave out the relative pronoun altogether.

#### non-defining relative clauses

SS have already been introduced to non-defining relative clauses but will probably need reminding of what they are and how to use them (**rule 1**). Explain that a relative pronoun (*who*, *which*) <u>must</u> be used in this type of clause.

- **rule 2**: This use of *which* is probably new for SS, who may try to use *what* in these kinds of sentences.
- Focus on the exercises for 7C on page 145 and get SS to do them individually or in pairs. Check answers after each exercise. Remind SS before they do exercise **b** that they have to decide if the relative clause is defining or non-defining and use commas accordingly.
  - a 1 🗸
    - 2. X that it goes
    - 3 X that which was absolutely true
    - 4 X that who is very tall
  - 5 X to <del>who</del> whom
    - 6 X which who is a chef
    - 7.
- 8 X <del>who</del> whose suitcase
  - 9 X whom who is talking
- :10 ✓
- b 1 His girlfriend, who is an architect, is very intelligent. / His girlfriend, who is very intelligent, is an architect.
  - 2 They gave us a present, which was a complete surprise.
  - 3 He was saying something that / which I didn't understand;
  - 4 The car that / which crashed into mine was a convertible.
  - 5 The police officer (who / that) I spoke to was working at the reception desk. / The police officer to whom I spoke ...
  - 6 Our computer, which we bought two months ago, keeps on crashing.
  - 7 The things (that / which) I left on the table aren't there anymore.
  - 8 It's too hot in my room, which makes it impossible to sleep.
- Tell SS to go back to the main lesson on page 108.

- Put SS in pairs, A and B. Tell them to go to
   Communication What's the word? A on page 118,
   B on page 120, and go through the instructions.
  - SS define their words to each other alternately (**A** defines his / her first one, then **B** defines his / her first one). Make sure SS understand that they should give their partner *only* the definitions, not the words. Their partner will guess the word based on the definition.
  - When SS have finished, they go through the words to see which ones have also been "borrowed" by their language.

## 2 SPEAKING

- Focus on the **GET IT RIGHT** box and go through it with the class. Point out to SS that *for example*, *for instance*, and *such as* can all be used to introduce an example(s), e.g., *There are many foreign words in English*, *for example / for instance / such as "pasta."*
- However, you cannot use such as to introduce a clause, e.g., If you can't sleep, there are many things you can do. For example / For instance, you can read a book. NOT Such as, you can read a book.
- Then put SS in groups of three or four and get them to go through the questions, discussing each one in turn. Tell SS that each group will have to report back its answers to the class at the end.
- Elicit examples from each group.

#### **3 READING & LISTENING**

- Tell SS to cover the bottom part of the page (exercises b, c, and d). Focus on the article and the instructions.
   Set a time limit for SS to read the article. Then ask them if they could guess any of the words. Elicit ideas, but don't tell them if they are right or wrong.
- **b** Tell SS to uncover the exercise. Focus on the words in the box and get them to match each word to its origin. Check answers and find out how many SS guessed correctly.

		)a1						lig			
								ke			
								uir			
ŧ.											
		pe						ict			

c • Focus on the instructions. Get SS to underline any other words they didn't know. Then have them compare with a partner to see if they can help each other and finally to check with you.

#### Extra idea

While SS are doing this, you could write the ten words in the list up on the board in preparation for the next stage.

**d** • Now either get SS to cover the article and focus on the words, or if you have written them on the board, to close their books. In pairs, SS try to remember the origin of each word.

#### Extra support

Do this as a whole class activity.

e • (7.7) Focus on the instructions and on the three questions. Play the CD once and then check answers.



CD4 Track 27

(audioscript in Student Book on page 131)

#### P = Presenter, S = Sally

- P Now it's time for our regular Wednesday afternoon program about words and their origins. And I have with me, as usual, our English language expert, Sally Davies. So what are the three words you are going to tell us about today, Sally?
- s Hello, John. My three words today are *ketchup*, *orange* that's the fruit, the color came later and *tennis*.
- P OK, well, let's start with ketchup.
- s Well, the Chinese invented a sauce called "ke-tsiap," spelled K-E-hyphen-T-S-I-A-P, in the 1690s. It was made from fish and spices, but no tomatoes. By the early 18th century, its popularity had spread to Malaysia, and that is where British explorers first found it, and obviously, really liked it. By 1740 the sauce was part of the English diet people were eating a lot of it, and it was also becoming popular in the American colonies. And they renamed the sauce "ketchup," because it was a little bit easier for the English to pronounce. Then about 50 years later, in 1790, some Americans in New England mixed tomatoes into the sauce and it became known as "tomato ketchup."
- P Well, so it is American after all?
- s Well, tomato ketchup is.
- P So, tell us about orange.
- s Well, it's very interesting that neither *orange* in English nor *naranja* in Spanish or *arancia* in Italian come from the Latin word for *orange*, which was *citrus aurentium*. Instead, they all come from the ancient Sanskrit word *narangah*. There is also an interesting story about where this word, *narangah*, comes from. It's said that it comes from *naga ranga*, which literally means "poison for elephants."
- P Poison for elephants?
- s Yes, apparently, one day an elephant was passing through the forest when he found a tree that he had never seen before. This tree was full of beautiful, tempting oranges. As a result, the elephant ate so many that he died. Many years later, a man came to the same spot and noticed the remains of the elephant with some orange trees growing from what had been its stomach. The man then exclaimed, "These fruits are naga ranga," that is, "poison for elephants."
- P So, is this true?
- s Well, I don't know, but it's a nice story!
- P Well, yes, it is. And finally our last word is tennis.
- s This is my favorite one, and it shows that English speakers have always had their own special way of pronouncing foreign languages.
- P What do you mean?
- s Well, tennis is a sport that first developed in France. The name was originally *tenez*, which is from the French verb *tenir*, which means, in this case, something like "Here you are." Players used to say "Tenez" when they hit the ball, meaning something like "There, try to get this one." But the sport lost popularity in France and gained popularity in England at the same time. So, English people were still using the word *tenez* each time they hit the ball, but they were saying it with the English accent, which sounded more like "tennis," and eventually it took on this new spelling. Then the sport gained popularity worldwide and was taken up by many nationalities, including the French but they now had to call it "le tennis!"
- P That's fascinating! Well, thank you very much for those three words, Sally, and we'll look forward to next week's program.

- Now focus on the instructions and the notes. Give SS time to read through the notes and think about what's missing.
  - Play the CD again. Pause after the origin of *ketchup*. Get SS to try to complete the notes with a partner.
  - Do the same with the next two words. Then play the whole thing again for SS to check. Check answers.

1	the Chinese			
2	fish and spices			
	18th			
4	Americans			
5	tomatoes			
6	Spanish			A Albayer
100	Italian			
8	Latin	Maria ya Galila da Maria Maria ya Maria da Halifa ya		
9	"poison for ele	ohants"		
10	elephant			
11	died			
12	stomach			
13	France		Albert 16	
14	originally			
15	"Here you are"			
16	popularity			Right Inc.
	England			
	English accent			

# 4 VOCABULARY & PRONUNCIATION prefixes and word stress

- Focus on the information box and go through it with SS. Highlight that prefixes almost always change the meaning of a word, e.g., pronounce – mispronounce (= to pronounce incorrectly).
  - You could remind SS that suffixes on the other hand change the grammar of a word, e.g., *communicate* (verb) *communication* (noun).
  - Then focus on the words in the list and tell SS to decide what the word means and then think what the bold prefix has added to the base word. Give SS time to match the prefixes to their meaning and then check answers.

1. 16. 04.146.3876.6864465644164666	SARAPSAINEELEERA JUSTA A		64,600000004,5055	district for the
1 post		8 mul	<b>ti</b> beliande	
1 Prost				
2 re		9 und	or.	
4.49		2 uiu	<b>V</b>	
3 anti		10 auto		
o anu		IV auc		
4 mis		11 mor	10	
5 pre	ters de Collega de la traca de la	12 mic	ro	
THE RESIDENCE OF SELECTION AND ADDRESS OF THE PARTY OF TH				
6 ex		13 over		
7 semi		- 14 bi		

- Explain that most words with prefixes are not hyphenated but a few are, e.g., *ex-husband*, and SS will need to learn them as they come up.
- b 7.8 Focus on the information box and go through it with SS. Remind them that most words only have a main stress (indicated in the dictionary by a stress mark <u>above</u> and <u>before</u> the syllable to be stressed). However, some words, including most prefixed words, also have secondary stress indicated by a stress mark <u>below</u> and <u>before</u> the syllable to be stressed, e.g., semifinal /'semi\_fainl/. Secondary stress is not as strong as main stress.

• Play the CD once for SS just to listen. Then play it again, pausing after each word for SS to underline the stressed syllable(s). Check answers. Also point out that the prefix mis- is pronounced /mis/, not /miz/.

7.8 <sup>(1)</sup>	CD4 Track 28
anti'social	
'auto graph	
bi'annual	
ex-'husband	
micro'scopic	
mis'spell	
'mono syllable	
multi'national	
over'worked	
post'graduate	
precon'ceived	
re'wind	
ˈsemiˌfinals	
under'paid,	

• Now give SS time to practice saying the words.

## Extra support

You could replay the CD and pause after each word for SS to repeat.

- **c** Focus on the task. Get SS to do it in pairs and then check answers.
  - 1 undercooked

  - 2 oversleep 3 autobiography
  - 4 Postimpressionists
  - 5 misunderstand
  - 6 semicircle
- **d** Focus on the questions and quickly go through the bold words to make sure SS understand them. Then put SS in pairs and get them to ask and answer the questions. Encourage them to ask for more information for each.
  - Elicit responses from different pairs.

## **Extra support**

Get a few SS to choose questions to ask you.

• Finally, tell SS to go to Phrasal verbs in context File 7 on page 157 and complete the phrasal verbs that have come up in this File. (Answers page 153)

# Extra photocopiable activities

#### Grammar

relative clauses page 178

#### **Communicative**

**Grammar auction** page 217 (instructions page 194)

#### Vocabulary

**Describing game** page 227 (instructions page 220)

## **HOMEWORK**

Study Link Workbook pages 70–72



# **Lesson plan**

In the first part of this lesson, the person interviewed is Jesse Sheidlower. He is an American lexicographer (= writer and editor of dictionaries) and is one of the main editors of the Oxford English Dictionary.

In the second part of the lesson, four non-native speakers of English are asked what English words have been "imported" into their language and if they think it would be better to have their own words for these.

Study Link These lessons are on the American English File 4 Video, which can be used instead of the Class Audio CD for these lessons (see Introduction on page 9). SS can get more practice on the MultiROM, which contains more of the short street interviews with a listening task and audioscripts.

## **Optional lead-in** (books closed)

• Write on the board

drama queen carbon footprint road rage

Tell SS that these are new words which have come into English in recent years. Ask them if they can try to guess what they mean. Elicit ideas and then tell them what each word means.

carbon footprint = the total amount of carbon dioxide that a person produces, e.g., by driving, flying, using energy at home, i.e., it is a measure of the impact a person's activities have on the environment drama queen = a man or woman who often has overly emotional reactions to situations; a person who thrives on drama

**road rage** = a situation in which a driver becomes extremely angry or violent with the driver of another car because of the way they are driving

#### THE INTERVIEW

a ● Books open. Focus on the photos and get SS to tell you what they can see.

A man (Jesse Sheidlower) and the Oxford English Dictionary

- Now focus on the task and on the glossary. Go through it with the class, eliciting from them how to pronounce the words and phrases.
- **b** 7.9 Focus on the task. Put SS in pairs and give them time to read the questions. Encourage SS not to write anything down when they listen the first time. They should listen and try to get the gist of what the speakers are saying, and then discuss the questions with their partner.
  - Play the CD once (part 1). Give SS time to discuss the questions and tell each other what they understood. Then play the CD once or twice more. This time SS might want to jot down things they heard to help them remember the answers to the questions. Check answers.

- 1 About one thousand
- 2 If it's a term for something very important, the word will go in the dictionary faster.
- 3 It became ubiquitous (i.e., used everywhere) very quickly, and there was no other word for what it described.
- 4 google (as a verb)

CD4 Track 29

(audioscript in Student Book on page 131)

#### I = Interviewer, I = Jesse Sheidlower

- I Jesse Sheidlower is one of the main editors of the Oxford English Dictionary, also known as the OED. Could you give us an estimate of how many new words come into the English language every year?
- J It's very hard to give an exact number for the number of new words that enter the language in a given year. There is just no way to figure out which are really new words, which are going to stay around. Um... There are going to be words that come in very briefly, but no one really pays attention to, or people pay attention to only because they are new, but they are not going to be a part of the language. The OED puts in around a thousand new words every year. And that's a number with some meaning, but it doesn't tell you anything about how large the language is or anything like that, but it's one useful figure you can look at.
- I And how long does it usually take for a new word to get into the dictionary?
- J There's no easy way to say exactly how long it will take for a new word to make it into the dictionary. In some cases it can be very fast. If you have a term for something that is very important and you know it's important and that's *a* term that describes that, uh, it can go in very quickly.
- I Can you give us an example of a word that entered the dictionary very quickly?
- J Typically, when you have a word that enters the dictionary very quickly, it's a technical term or something where you have a new invention and that becomes very popular very quickly, and you know then that as soon as there is a word coined for that, it's got to go in pretty quickly if the term is important enough. And I think the best recent example is *podcasting*, where I think the first example we have from that is 2003, but it became so ubiquitous, so quickly, and this was *the* term for it, there was no other term, there were no competing terms, there were no other descriptions, uh, this was it. And we waited a very short amount of time before saying, "Well, you know, even though this is very, very recent, um, this is clearly such a big thing that it has to go in right away."

Another good example of a new word that came into the language very quickly is *google* as a verb – uh, meaning to use the Google search engine to look for information on the Internet – uh, which happened to have been coined very soon after Google started in the late 1990s. But because of how prominent Google is and how many people use it, um, it's – all people use it now – it's *the* word for searching for things on the Internet. You know, if you want to find out what something is, you *google* it.

# Extra challenge

You could use the audioscript above to elicit more detailed answers from SS.

- **c** 7.10 Focus on the task and play the CD once (part 2). Give SS time to discuss the questions and what they understood. Then play the CD once or twice more. Check answers.
  - 1 They are examples of "compounding." Hang time is a recent term in sports. It refers to how long a ball or a person stays in the air. Time-shift refers to a recorded TV show that you watch at a later time.
  - 2 They are examples of new words from foreign languages. *Hawala* is an Arabic term that refers to people paying debts on behalf of other people. *Ki* is a Japanese term for life force or force of nature, same as the Chinese word *chi*.
  - 3 Originally, they were left out of the OED because they were thought to be too technical. Then King Edward of England had appendicitis, and they became words everyone knew. People wondered why it wasn't included in the OED.

#### 7.10

CD4 Track 30

(audioscript in Student Book on page 131)

- I How are new words formed?
- J There are a number of different ways that words can be formed in English. One of the most common ways is "compounding," where you take two separate words and use them together in a particular way. For example, one of the recent entries in the OED is the word *hang time*, which refers to the amount of time that a ball kicked or thrown stays in the air or that a person jumping stays in the air a relatively recent term in sports, which is formed from taking two words and using them together.

Another example is *time-shift*, which is typically used to refer to, uh, video recording or digitally recording, uh, television shows that you can watch at a later time. So you're just shifting the time you're watching it.

- I Are there also new words that come from other languages?
- J There are a number of words that enter the OED from foreign languages all the time. *Hawala*, a term from Arabic, which refers to an informal system of... uh... a sort of informal banking system where people pay debts on behalf of other people in different places. *Ki*, K-I, which is a Japanese term, uh, for a sort of, you know, a life force or a strong force of nature. It's the equivalent of *chi* in Chinese.
- I Are there any interesting stories about new words entering the dictionary?
- One of the famous stories in the history of the OED is that when the OED was first being... at the very earliest stages, when they were working on the letter A, it was decided to keep the word appendectomy and appendicitis out of the dictionary because these were thought to be too technical. And the editor of the OED at the time actually wrote to a consultant, who was the professor of medicine at Oxford, asking about these words, and he said, "Oh, no, no, no one will ever use these. These are too technical. You can keep them out." And then a few years later, when the coronation of King Edward had to be delayed because he had appendicitis and had to have an appendectomy, people looked at the OED and said, "Well, you don't have these words in. What's wrong with you?" So it's very hard to predict what's going to become prominent and why. All you can do is use your best judgment for what's common enough to be put in.

- 1 7.11 This exercise gives SS intensive listening practice in deciphering phrases where words are often run together and introduces them to some common English expressions. Focus on the phrases and give SS time to read them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing words and then the meaning of the whole phrase. Repeat for the other five phrases.
  - 1 pays attention to (= listens to or looks at carefully)
  - 2 right away (= immediately; now)
  - 3 a number of (= an unspecified amount of something)
  - 4 at the time (= during that particular time period)
  - 5 **keep them out** (= a phrasal verb that means *stop* from going into a place)
  - **6 wrong with** (= informal way of saying *matter with*)

#### CD4 Track 31

- 1 There are going to be words that come in very briefly, but no one really pays attention to ...
- 2 ... this is clearly such a big thing that it has to go in right away.
- 3 There are a number of different ways that words can be formed in English.
- 4 And the editor of the OED at the time actually wrote to a consultant ...
- 5 These are too technical. You can keep them out.
- 6 Well, you don't have these words in. What's wrong with you?
- Tell SS to go to page 131 and to look at the audioscript for the interview. Play the CD (part 1 and part 2) again and tell SS to read and listen at the same time. Deal with any vocabulary problems and ask SS what parts they found hard to understand and why, e.g., speed of speech, elision, pronunciation, etc.
  - Finally, focus on the question. You could also ask SS Which of the new words do you like best? Why? Get SS to answer in pairs or as a whole class. Then elicit responses from the whole class.

## ON THE STREET

- a 7.12 Focus on the photos of the people. Tell SS they are not native speakers of English and elicit how old they think they are and what nationality they might be. You might want to tell SS that they were all interviewed in Covent Garden, a busy shopping area in London, England.
  - Focus on the task. Play the CD once, and get SS to compare ideas. Then play it again and check answers.

Most positive: Victoria (speaker 2) – she says it brings nations and people closer

Most negative: Volke (speaker 4) – he thinks you should keep your own culture

7.12

CD4 Track 32

(audioscript in Student Book on page 131)

I = Interviewer, M = Mateusz, V = Victoria,

Ma = Matandra, Vo = Volke

Mateusz

- I Are there any English words that are used in your language?
- M Yes, for example, *hamburger*. It is used I think worldwide, but in Poland we say "hamburger." Yes, maybe *computer*, in Poland "komputer," there are plenty of words like that, plenty of words that are about cuisine, *hot dog*, "hot dog" in Polish. Really, plenty of words like that.
- I Do you think it would be better to use your own words?
- M No, I don't think so, because they are used everywhere in this world and why not in Poland?

#### Victoria

- I Are there any English words that are used in your language?
- V Uh... yes. Like uh... Well, no, there are not... I don't think there are a lot of English words, but there are French words that sound English, like *parking*, which actually doesn't make sense in English. It's a car park and we call it "parking" and it's not French at all. But we have a lot of things like that because English is cool, so we try to make our words sound English.
- I Do you think it would be better to use your own words?
- V No, no, it's... we should use... I like the idea that there are words that you can understand in every country, it makes us... brings nations, people closer, you know.

#### Matandra

- I Are there any English words that are used in your language?
- Ma An English word that is used in the Italian language well, everything to do with technology, everything to do with the Internet, and *Internet* itself. Well someone could argue that *Internet* is actually Latin but ... Say download, we've given up saying the Italian version of downloading, which is "scaricare," so most people just go with "downloadare," which sounds very odd to the Italian ear, but we... we're going with it.
- I Do you think it would be better to use your own words?
- Ma I don't think it's necessary to... to set off on a crusade to defend language in so much as, you know, there are specific areas which are just the domain of another language. Italian is the main domain in, say, music. No one complains around the world because you say pianissimo when you have to play softly.

#### Volke

- I Are there any English words that are used in your language?
- Vo Too many, too many, I must say. We forget a lot of German words and replace them by English words and they are pronounced in the same way. I miss that, because I like Spanish as well and they have so many, they have, like, words for *computer* or *skateboard* and things like that, which we don't have and we take all the English words. And if there are new inventions and stuff like that, we don't invent new words we just take them and I think it's a pity not to do the opposite.
- I Do you think it would be better to use your own words?
- vo It's part of culture. And I think we should maintain that. You can be open to other languages and cultures, but at the same time you should keep your own one, I think.

- **b** Focus on the task and give SS time to go through the sentences. Check they understand this meaning of *field* (= area of knowledge or expertise). Play the CD once. Get SS to compare what they think. Play it again if necessary and check answers.
  - 1 Matandra (speaker 3) he says Italian is dominant in the field of music.
  - 2 Volke (speaker 4) he says Spanish has its own words for *computer* and *skateboard*.
  - 3 Victoria (speaker 2) she explains that the French say parking meaning car park or parking lot.
  - 4 Mateusz (speaker 1) he mentions hamburger and hot dog.
- them. Play the CD, pausing after the first phrase and replaying it as necessary. Elicit the missing word and then the meaning of the whole phrase. Repeat for the other four phrases.
  - 1 worldwide (= all over the world)
  - 2 make sense (= have a meaning that you can easily understand)
  - 3 to do with (= a phrasal verb that means related to something)
  - **4 go with** (= a phrasal verb that means accept, choose to use)
  - 5 stuff like (= informal way of saying things like)

CD4 Track 33

- 1 It is used, I think worldwide
- which actually doesn't make sense in English.
- 3 ... everything to do with technology ...
- 4 Most people just go with downloadare.
- 5 And if there are new inventions and stuff like that we don't invent new words
- **d** Tell SS to go to page 131 and to look at the audioscript for **ON THE STREET**. Play the CD again and tell SS to read and listen at the same time. Deal with any vocabulary problems and ask SS what parts they found hard to understand and why, e.g., speed of speech, elision, pronunciation, etc.
  - Finally, focus on the two questions that the interviewer asked the people, and get SS to interview each other in pairs. Then elicit responses from the whole class.

#### HOMEWORK

Study Link Workbook page 73



# **Lesson plan**

In this last writing lesson, SS learn to write a "for and against" composition, where they put forth both sides of an argument and then say which side they agree with. This is a formal kind of writing task and one that often comes up as an exam composition title. The writing skill focused on here is linking expressions.

- a Focus on the composition title and ask the class what they think and why. Then tell them to quickly read the composition and find out what the writer thinks (that there are advantages and disadvantages, and it depends on each individual). Elicit a few advantages and disadvantages mentioned in the composition.
  - Now focus on the words in the list and elicit that they
    are used to connect either the parts of a sentence or one
    sentence to another. Give SS a few minutes to fill in the
    blanks. Check answers.
  - 1 The main advantage
  - 2 such as
  - 3 Another advantage
  - 4 also
  - 5 on the other hand
  - 6 for example
  - 7 Although
  - 8 because of
  - 9 To sum up
- **b** Focus on the instructions and the chart. Then elicit where the first expression from the list (*also*) should go (**To add more points to the same argument**). Then get SS to continue individually or in pairs.
  - Check answers.

### To list advantages / disadvantages Another advantage The main advantage To add more points to the same argument In addition Furthermore. Also To introduce an example For instance For example Such as To make contrasting points However In spite of (the fact that) Although On the other hand To give a reason Because (+ clause) Because of (+ noun)

To introduce the conclusion

In conclusion To sum up

## • Explain that:

- Furthermore and in addition usually come at the beginning of a sentence or a phrase and are often followed by a comma. However, also usually comes before the main verb or after be.
- However and on the other hand are always followed by a comma if they come at the beginning of sentences. On the other hand is also sometimes used when we want to express an advantage and a disadvantage in the same sentence together with on the one hand, e.g., On the one hand you earn a lot of money, but on the other hand, the job is very boring. However, we often use on the other hand alone to introduce a contrasting point.
- **c** Focus on the composition title and the planning stages.

## WRITE a composition

Go through the instructions. Then either get SS to plan and write the composition in class (set a time limit of about 20 minutes) or get them just to plan in class and write the composition at home, or assign both planning and writing for homework.

If SS do the writing in class, get them to exchange their composition with another student to read and check for mistakes before you collect them.

## Extra support

If you are getting SS to plan in class, you could get them to also write the first paragraph with a partner and then compare what different pairs have written.



For instructions on how to use these pages, see page 31.

### **GRAMMAR**

a 1 II	nad		4 not ha	ving
2 ye	ou would		5 to wor	k for
blc	nd spoken  2 c 3	a 4 b 5	i a	

#### VOCABULARY

a 1	exhausting 4 do
	shocked 5 clients
3	employees
<b>b</b> 1	profit 4 launch
2	slogan 5 branches
3	multinational
c I	
2	over 5 for
	<b>up</b>
	mispronounce 4 underpaid
	postgraduate 5 autobiography
3	rebuilt

## **PRONUNCIATION**

minutes of the special colling and profit		12.3 1 1 1 1 A	1	_ 1-11
a l mienr	deretand	111 c / c/ 1 4	Tritate (II	S 111 1
a r minour	increasing.	(it's /s/) 4	TITIONES (IF	TERROR MALES
	Production of the second second second second			
	( a lool)		shocked (1	telall
ZONCHIV	(it's /ɛr/)		shocked (i	L3/W/1
	<b>`</b>		The second secon	
	7	a partee Photogram	aferiario dal Gallia III di Sala	9500 MARKUST A
4 152511	Life /a/1	##D Dagg(#1-1114);		
3 profit	(ILOILI)			
The state of the s	A STEEL OF THE STATE OF THE STATE OF		A SAN TANK OF THE SAN	
	ستحس أستعت	ممتعام مسمد المس	armand w	comunication
n aisannoi	mrea. reco	rd, produce.	expand, n	laliulaciu

## **CAN YOU UNDERSTAND THIS TEXT?**

a 1 b 2 a 3 c 4 b 5 b

b mainly = more than anything else
restricted = limited in size or amount
To the untrained ear = to someone who is not used to
hearing it
humming = low continuous sound
Their culture is similarly constrained = their culture
is also very limited
eager to learn = wanting to, enthusiastic to learn
beyond them = too difficult for them
disprove = prove that something is wrong
enables = permits, allows

## **CAN YOU UNDERSTAND THESE PEOPLE?**

- a 1 b 2 c 3 c 4 c 5 c
  b 1 A tale of murder, insanity, and the making of the Oxford English Dictionary
  2 An American army surgeon and a millionaire
  - The Oxford English Dictionary
     He found that Minor was living in a hospital for mentally ill criminals.

- 1 A I wish you wouldn't do that.
  - B Do what?
  - A Take my plate to the kitchen the minute I finish eating.
  - B But I don't like seeing dirty plates in front of me.
  - A Yes, but I feel as if you're watching me, waiting for me to finish so you can take my plate away. It stresses me out. I can't enjoy what I'm eating.
  - **B** Well, maybe I wouldn't do it if you helped clear the table after dinner.
  - A OK, no problem. I'll do it.
- 2 A Did you go to college?
  - B No, but I wish I had. It's one of the things I really regret. Not so much because of the degree I mean, I don't necessarily think I would have gotten a better job, although I suppose I *might* have a slightly higher salary but it's more for the people you meet and the extracurricular things people do, you know the whole "college life" thing. I think I missed out on something by starting work right after high school.
- 3 Get the slim, toned body you've always dreamed of with the Feelgood Fitness Program! The Feelgood Fitness Program is designed to tone and sculpt your entire body and help you lose weight, all at the same time. And all from the comfort of your own home! For just \$159.99, you will receive an exercise DVD accompanied by a 20-page diet plan, and access to a fitness trainer you can e-mail every time you have a problem. The first fifty people to sign up will also receive a free set of weights, so hurry and contact us at www.feelfit.com. We're waiting to hear from you.
- 4 The Japanese computer company has seen its profits jump in the nine months from April to December, thanks to the popularity of its new games machine. Profits for the period reached 132 billion yen (that's approximately \$1.2 billion), which is up 43 percent from last year. The firm, whose new product was launched last July said that they had met their target to ship four million units by the end of the year.
- 5 A So what is your new boss like, Karen?
  - B Well, at first I thought she was nice, but now I find her kind of patronizing.
  - A Sorry, what does "patronizing" mean?
  - B Well, a person who's patronizing is someone who seems to be sort of friendly, but by the way they treat you or speak to you, you know that they actually think they are much better than you are.
  - A So like "arrogant" then.
  - B Well, not so much "arrogant," but more like looking down on you.
  - A I see.

**7.15** CD4 Track 35

I On the *Book Program* today, John Sampson is going to talk about a book with the intriguing title of *The Professor and the Madman*. So John, what made you want to read it, and what is it really about?

J Well, you mentioned the title, which already sounded exciting, but the book has a subtitle, which is A tale of murder, insanity, and the making of the Oxford English Dictionary — and that certainly does draw you in. This book is a remarkable account of the life of a man named W.C. Minor. Not a famous name, but as it turns out, quite an extraordinary man. William Chester Minor was an American army surgeon and a millionaire. He was also one of the most enthusiastic volunteers involved in the making of the Oxford English Dictionary.

The Oxford English Dictionary, or the OED, as it's usually called, is one of the largest and most encompassing dictionaries in the world. It took almost 70 years to complete the first epic edition. During those years, thousands of volunteers searched though newspapers, and journals, and new and old books to find new words, or new meanings of words. They then sent their findings to the people in Oxford, England, who were working on the dictionary.

W.C. Minor was one of the people who sent in the most contributions, and during the 20 years that he collaborated, he developed a friendship with the editor of the OED, the formidable James Murray. But they had never met, as Minor never agreed to travel to Oxford for a meeting, and all that Murray knew was that he lived in the English countryside, in Berkshire County. So then in 1896 Murray decided to travel to Berkshire to find this elusive man. To his absolute amazement, he found that Minor was a patient in Broadmoor Asylum, a hospital for mentally ill criminals. He turned out to be an educated American gentleman, who had been a surgeon during the American Civil War, but who also happened to be a psychopathic killer. He had shot a man on a street in London because he believed, mistakenly, and for no reason that anyone could discover, that his victim was Irish and a terrorist who wanted to kill him.

The author, Simon Winchester, found a strange and extraordinary life story and turned it into an intriguing piece of historical detective work. Once you start reading it, you can't put it down.

# Extra photocopiable activities

#### Grammaı

review and check: verb forms page 179

#### **Communicative**

Review page 218 (instructions page 194)

#### Vocabulary

**Review** page 228 (instructions page 220)

## File 1

1 up 2 back 3 up 4 down 5 up 6 down

## File 2

1 burst
2 turn
3 leave
4 broke
5 put

## File 3

## File 4

1 out
2 out
3 down
4 on
5 off

## File 5

1 lie
2 fall
3 fill
4 catch
5 put, eat

## File 6

1 D
2 E
3 C
4 B
5 A

## File 7

1 going
2 ended
3 pick
4 take

## PHOTOCOPIABLE ACTIVITIES

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## Photocopiable material

- There is a **Grammar activity** for each main (A, B, and C) lesson of the Student Book.
- There is a **Mini grammar activity** for every mini grammar item (one per File) in the Student Book.
- There is a **Communicative activity** for each main (A, B, and C) lesson of the Student Book.
- There is a Vocabulary activity for each File of the Student Book.
- There are seven Song activities. These can be used as part
  of the main lesson in the Student Book or in a later lesson.
  The recording of the song can be found in the main lesson
  on the Class Audio CD.
- There is a photocopiable page of irregular verbs.

# Using extra activities in mixed-ability classes

Some teachers have classes with a very wide range of abilities, and where some students finish Student Book activities much more quickly than others. You could give these fast-finishers a photocopiable activity (either Communicative or Grammar) while you help the slower students. Alternatively, some teachers might want to give faster students extra oral practice with a communicative activity while slower students consolidate their knowledge with an extra grammar activity.

# **Tips for using Grammar activities**

The Grammar activities are designed to give students extra practice in the main grammar point from each lesson. How you use these activities depends on the needs and abilities of your students and the time you have available. They can be used in the lesson if you think all of your class would benefit from the extra practice or you could assign them as homework for some or all of your students.

- All of the activities start with a writing stage. If you use the activities in class, get students to work individually or in pairs. Allow students to compare before checking the answers.
- Many of the activities have a final section that has students cover the sentences and test their memory. If you are using the activities in class, students can work in pairs and test their partner. If you assign them for homework, encourage students to use this stage to test themselves.
- If students are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student Book.
- Make sure that students keep their copies of the activities and that they review any difficult areas regularly.
   Encourage them to go back to activities and cover and test themselves. This will help with their review.

# **Tips for using Communicative activities**

- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g., one copy per pair instead of one per student.
- When students are working in pairs, if possible, have them sit face-to-face. This will encourage them to really talk to each other, and this also means they can't see each other's sheet.
- If your class doesn't divide into pairs or groups, take part yourself, get two students to share one role, or get one student to monitor, help, and correct.
- If some students finish early, they can change roles and do the activity again, or you could have them write some of the sentences from the activity.

## **G**RAMMAR ACTIVITY ANSWERS

#### Introduction

2 decided to move 3 is seven / seven years old 4 who are 5 the oldest 6 He used to be 7 in charge of 8 to meet 9 I've been learning 10 went to / used to go to 11 as a waiter 12 very hard work / a very hard job 13 had improved 14 to be able to speak 15 good at reading 16 is good enough 17 have very little 18 I'd learn

## 1A question formation

- a 1 paid for it
  - 2 who that man is
  - 3 are they going, long are they ... for
  - 4 did ... come with, did she leave
  - 5 How ... have ... known, did they meet, told you
- **b** 2 ... why Sarah didn't come to the wedding
  - 3 ... if/whether that tall woman over there is Claire's mother
  - 4 ... what Molly's husband does
  - 5 ... if/whether I can get a taxi after midnight
  - 6 ... if/whether Claire's sister got married here
  - 7 ... they'll be happy
  - 8 ... where they put our coats

## 1B auxiliary verbs

 2 do
 3 isn't
 4 are
 5 aren't
 6 do
 7 aren't
 8 are

 9 do
 10 would
 11 am
 12 are
 13 do
 14 did

 15 did
 16 do
 17 Did
 18 was
 19 couldn't

 20 aren't
 21 will

#### 1C present perfect simple and continuous

- a 2 Have you been eating 3 haven't had 4 haven't wanted 5 Have you had / Have you been having 6 've taken 7 Have you been working 8 have been 9 've been getting 10 haven't been sleeping / haven't slept 11 've been overworking 12 've just been promoted
- b 2 have ... been waiting 3 have ... known 4 have ... had 5 have ... been studying 6 have ... been coming

## 2A adjectives

- a 2 the long one or the short one 3 The Irish / Irish people 4 homeless people 5 Japanese man / woman 6 ✓ 7 the poor / poor people 8 the dead 9 ✓ 10 rich / a rich man
- b 2 blue denim 3 awful gold 4 big dark 5 long black silk 6 beautiful old wooden 7 small black leather 8 delicious spicy Thai 9 short curly brown 10 new blue and white striped

#### 2B narrative tenses

- 1 hadn't noticed, had stopped
  - 2 had been (carefully) saving, had been concentrating, had been watching, had (only) been looking
  - 3 was leaving, was happening, were looking
- b 2 asked 3 mentioned 4 had been looking
  - 5 accused 6 searched 7 made 8 had said / said
  - 9 jumped up 10 made 11 had never seen

12 drove 13 parked 14 had taken / took place
15 came 16 started 17 had never stolen 18 made
19 found 20 had stopped 21 were watching

## 2C adverbs

- 2 ... do you really mean that? Their defense was absolutely awful.
  3 ... played well?
  4 Unfortunately, New York never plays well ...
  5 ... was incredibly lucky.
  6 ... do you ever have ...
  7 To be honest, New York was very lucky ...
  8 ... was extremely lucky...
  9 Personally, I thought both teams defended badly...
  New York was a little bit better, especially at offense.
- b 2 slowly 3 quickly 4 already 5 before 6 obviously
  7 actually 8 angrily 9 nearly 10 just 11 badly
  12 just 13 always 14 well 15 naturally

#### 3A passive

- a 2 have been stolen 3 are being forced 4 was being driven 5 were discovered, was stopped 6 be taken 7 are caught 8 has been vandalized 9 had been left 10 Being mugged 11 to be sent
- b 2 is understood to 3 is believed that 4 are reported to 5 is thought that 6 is expected that

## **3B** future perfect and future continuous

2 'll ... be working 3 'll have been promoted
4 'll be earning 5 'll have found 6 'll have beaten
7 'll have tied 8 won't be playing 9 won't be
watching 10 'll be lying 11 won't have arrived
12 'll have just gotten off 13 'll be driving 14 'll have
gone 15 won't have finished 16 'll be watching
17 'll be using 18 will be arriving 19 'll have finished

#### 3C conditionals and future time clauses

2a/b 3a 4b 5b/c 6c 7a/c 8b 9a 10c 11c 12a/c 13b/c 14a/b 15c

### 4A unreal conditionals

2 hadn't been 3 were 4 'd kill 5 didn't give 6 hadn't found 7 'd have eaten 8 hadn't been 9 'd have died 10 'd have been 11 would you do 12 'd have given

### 4B past modals

- a 2 might have been expecting 3 must have just come back 4 couldn't have been 5 must have heard
  6 might not have known 7 might have been surprised
  8 must have known 9 couldn't have been 10 might have wanted
- b 2 shouldn't have used 3 shouldn't have broken up
  - 4 should have come 5 should have waited
  - 6 shouldn't have worn 7 should have told
  - 8 shouldn't have bought

#### 4C verbs of the senses

2 smells 3 smells as if 4 smells like 5 feels
6 feels like 7 feels as if 8 feels 9 tastes
10 tastes like 11 tastes as if 12 tastes 13 look as if
14 look 15 look as if 16 look 17 look like 18 look
19 sounds 20 sounds 21 sounds as if 22 sound like

### 5A gerunds and infinitives

- a 2 watching 3 go out 4 to take 5 not stay 6 working 7 to wear 8 live 9 laughing 10 to finish 11 seeing 12 not to tell 13 work 14 seeing 15 to help 16 waiting 17 to park 18 speaking 19 getting up / to get up 20 not come 21 spending 22 to give
- b 2 not to be 3 changing 4 meeting 5 arriving6 to review 7 to tell 8 turning

## 5B used to, be used to, get used to

- a 2 get used to 3 usually 4 was used to being able5 used to be 6 usually go
- b 2 am used to 3 get used to 4 used to 5 usually
  6 get used to 7 am used to 8 get used to
  9 get used to 10 used to
- c 2 being 3 seeing 4 get up 5 eating

## 5C reporting verbs

- a 2 having 3 to explain 4 of stealing 5 to wait
  6 to release 7 not to say 8 for interrupting
  9 buying 10 to get
- **b** 2 not to try to influence the accused
  - 3 buying a more expensive apartment
  - 4 to go to the bank that day
  - 5 to give you \$200,000
  - 6 to lend me the money
  - 7 keeping money in the bank
  - 8 to come to court
  - 9 for not coming

#### 6A articles

2- 3 the 4 a 5 The 6 the 7- 8 The 9 the 10- 11 a 12- 13 The 14 the 15 the 16 the 17 a 18 The 19- 20 the 21- 22- 23 the 24 the 25- 26 the 27- 28 a 29- 30 the 31- 32 the 33 the 34-

## 6B uncountable and plural nouns

2 some jeans 3 says 4 is 5 housework 6 garbage 7 business 8 the research 9 equipment 10 some 11 some 12 is 13 is 14 some advice 15 – 16 some 17 those scissors 18 them 19 the 20 homework 21 some

## **6C** quantifiers

- a 2 Most 3 both 4 everything 5 none 6 all
- b 7 anyone 8 anything 9 all 10 Neither 11 no
  12 Either 13 most of 14 Both of 15 every

#### 7A wish

- a 2 would leave 3 had 4 wouldn't borrow
  5 earned 6 would stop raining 7 didn't have to
  8 wouldn't wear
- b 2 hadn't told 3 hadn't broken 4 had bought5 had had 6 had been born

## 7B contrast and purpose

- a 2j 3h 4i 5f 6e 7a 8c 9d 10b
- b 2 The company has reduced its staff in order to save money.
  - 3 Despite the long flight, she felt great when she arrived.
  - 4 He didn't tell her so as not to hurt her feelings.
  - 5 She bought the bag even though it was ridiculously expensive.
  - 6 The company has a big market share in spite of doing very little advertising.
  - 7 They had to merge with another company so that they would survive.
  - **8** Although she hardly ever exercised, my grandmother lived until she was 96.

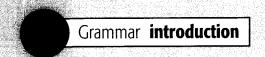
#### 7C relative clauses

- a 2 whose 3 who 4 whose 5 whose 6 whom 7 which 8 that / which 9 who 10 which
- b 2 The man who / that I was talking to is a coworker of mine. / The man to whom I was talking is a coworker of mine.
  - 3 She looks sick, which is a bit worrying.
  - 4 He's the famous politician whose wife left him last week.
  - 5 This house, which was built in 1734, is one of the oldest houses in the village. / This house, which is one of the oldest houses in the village, was built in 1734.

The relative pronoun can be left out in sentence 1 and the first possibility of 2 (i.e., with the preposition at the end of the clause).

#### review and check: verb forms

- 2 have you been feeling
- 3 've already had
- 4 had been driving
- 5 had been damaged
- 6 is thought
- 7 'll have finished
- 8 'll be putting
- **9** doesn't pass
- 10 speak / have spoken
- 11 weren't
- 12 wouldn't have survived
- 13 have been
- 14 have seen
- 15 seeing
- 16 seeing
- 17 being
- 18 not to take
- 19 were
- 20 had warned



a Read about Rafael. Then correct the bold phrases 1–18.

My name's Rafael and I'm from Rio de Janeiro in Brazil. I was born there. <sup>1</sup>I have lived there until I was 15, but then my family <sup>2</sup>decided move to Curitiba, and that's where I live now.

I'm divorced, and I have a daughter called Elisa who <sup>3</sup> is seven years. She spends two weeks a month with me and two weeks with her mother. I have two sisters, <sup>4</sup> which are both studying at a local university. I am <sup>5</sup> the older child in the family. My mother works in a tourist office and my father is retired. <sup>6</sup> He use to be a computer consultant.



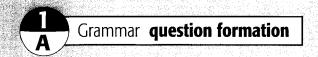
I work for a big supermarket chain. I am <sup>7</sup> on charge of foreign suppliers, which means that I have to use English when I talk to them on the phone, and sometimes I travel to other countries such as Mexico and China <sup>8</sup> for to meet suppliers.

<sup>9</sup>I am learning English for about eight years. I studied it at school and then when I left school, I spent one year in the US. During the day I <sup>10</sup> was going to English classes and in the evening I worked <sup>11</sup> like a waiter in a restaurant. It was <sup>12</sup> a very hard work. When I came home my English <sup>13</sup> has improved a lot, but I still need to learn more. My main goal this year is <sup>14</sup> to be able speak more fluently and to improve my writing. I think I am quite <sup>15</sup> good at read in English. As soon as my level of English <sup>16</sup> will be good enough, I'll apply to a business school in the US.

I <sup>17</sup> have very few free time but when I can, I go swimming. If I had more time, <sup>18</sup> I 'Il learn another language, maybe Spanish or Italian.

1 I lived there	10
2	11
3	12
4	13
5	14
6	15
7	16
8	17
9	18

**b** Write a similar text about yourself, in five paragraphs.



a Complete the questions.



	A I don't like her dress.	4 A	Who ? ?
	B What <u>don't you like</u> about it?	1D	Nobody. He came on his own. His
	A The style. I think it's awful.	Б	girlfriend left him last month.
	<b>B</b> It must have cost a fortune, though.	A	Why
	<u> </u>	71	him?
4	<b>A</b> Yes. Who?	В	I think she met someone else.
	B Her parents paid for it. It was a wedding present.	5 A	long Matt and Claire each other?
2 /	<b>A</b> Do you know	В	For about a year, I think.
	over there?		Where
]	B That man there? I think he's Matt's brother.		Someone told me they met at a speed dating evening.
3 /	A Where on their honeymoon?	A	Speed dating? Who that?
	B On a Mediterranean cruise, I think. A How	В	I think Jane told me. She's Claire's bes friend.
	going?		
I	B Three weeks!		
Ch	nange the direct questions to indirect questions.		
1	"Where is the restroom? Could you tell me <u>whe</u>	re the resi	troom is ?"
2	"Why didn't Sarah come to the wedding?" "Do	you kno	ow?"
3	"Is that tall woman over there Claire's mother?"	"Do yo	u know
4	"What does Molly's husband do?" "Do you ren	nember _	?"
	"Can I get a taxi after midnight?" "Do you hav		
	"Did Claire's sister get married here?" "Do you		
6			
	"Will they be happy?" "Do you think		?"

Complete the dialogue with auxiliary verbs.

A	Hello.
В	Hi. Are you here for an interview, too?
A	Yes. They say it's a good company to work for, <sup>1</sup> <u>don't</u> they
В	Yes, they <sup>2</sup> Let's hope we're both lucky.
	I'm Adam Chan.
В	That's a Chinese name, 3 it?
A	Yes. I'm originally from Hong Kong.
В	<sup>4</sup> You? I have a friend who lives there. Anyway,
	I'm Blanca Cuellar, from Puerto Rico.
A	Nice to meet you.
В	You're a little nervous, 5you?
	A little. Don't you get nervous before interviews?
В	Not really. I 6 get nervous before exams but not
	interviews. What time is it now?
A	11:00. They're making us wait a long time, 7 they?
В	Yes, they 8 They always 9
A	I wouldn't mind some coffee.
В	Neither <sup>10</sup> I. Where are you staying, by the way?
	At the Hotel New York.
	Oh, so <sup>11</sup> I. The rooms aren't very nice, <sup>12</sup>
	they?
A	No. But I <sup>13</sup> like the restaurant. I had a good meal
	there last night.
В	<sup>14</sup> You? I just had room service. Do you have a
	job now?
	No, I resigned last week.
	Why? Didn't you like the company you were working for?
A	I <sup>15</sup> like the company, but to be honest, I couldn't stand my boss! Anyway, I think I need a new challenge.
R	So 16 I. That's why I'm here. Oh, it's your turn now.
D	Good luck.
Tł	nirty minutes later
A	You look confident. 17 it go well?
	Very well, I think.
	How many interviewers were there?
	Three men and a woman. One of the men was a little
	unfriendly, and so 18 the woman. But the other two
	were OK. I couldn't always understand the woman, either.
A	<sup>19</sup> You? Why not?
В	She had a really difficult accent. You're next, 20 you
	Yes. I'll go down to the cafe on the corner when I finish.
B	OK, so <sup>21</sup> I, and we can compare notes. Good luck!

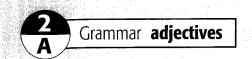


# Grammar present perfect simple and continuous

a Complete the dialogue with the verbs in parentheses in the present perfect simple or present perfect continuous.



DOCTOR	So, what seems to be the problem?		
PATIENT	Well, for about a week now I ''ve been feet once or twice. ( <b>feel</b> )	eling really dizzy. I ev	en thought I was going to faint
DOCTOR	I see. <sup>2</sup> normally? ( <b>you</b>	/eat)	
PATIENT	Well, to tell you the truth I <sup>3</sup> (not have)	much of an app	etite recently. I'm just not hungry
DOCTOR	You need to try to eat regularly, you know	w, even if you're not h	ungry.
PATIENT	I know, but I <sup>4</sup> to eat ar	nything. ( <b>not want</b> )	
DOCTOR	Hmm. Any other symptoms? <sup>5</sup> (you/have)	headaches or	any other aches or pains?
PATIENT	Well, I 6 my blood press	sure three times this v	week, and it's a little high. (take)
DOCTOR	I'll check that in a minute. <sup>7</sup>	harder than usu	al? (you/work)
PATIENT	Yes, I guess I have. This is a very importa	nt time of the year fo	r us and things 8
	incredibly busy recently. I 9	home very late, a	and to be honest I 10
	very well for the last few days. (be, get, ne	ot sleep)	
DOCTOR	I think you 11 I want yo	ou to take a week off	work and rest. ( <b>overwork</b> )
PATIENT	I can't possibly take a week off now. I <sup>12</sup> _ <b>promoted</b> ).	to he	ead of department. (just/be
DOCTOR	Well, I'm afraid they'll just have to mana health.	ge without you. You c	an't play around with your
<b>b</b> Write	re questions with either the present perfect	t simple or present pe	rfect continuous.
	didn't know Agnes was sick. How long <u>ha</u> :		
	orry I'm late! How long yo		•
	D Jack is your oldest friend? How long		
	that your new car! How long		
	our English is very good. How long	•	
	naven't seen you before. How long	•	•



- a Check ✓ the highlighted phrases that are right and correct the ones that are wrong.
  - 1 The unemployed can apply to do these training courses free of charge. 🗸
  - 2 Which of these skirts looks best on me, the long or the short?
  - 3 The Irishes are very proud of their culture and their sense of humor.
  - 4 There are a lot of homeless sleeping in the park at night.
  - 5 I met a really friendly Japanese last year when I was studying English in Chicago.
  - 6 When you wash the shirts, make sure you separate the white ones and the red ones.
  - 7 Mr. President, a lot of people say that your government just doesn't care about poor.
  - 8 Don't talk like that! You should show more respect for the deads.
  - **9** The Turks adopted the Roman script early in the twentieth century.

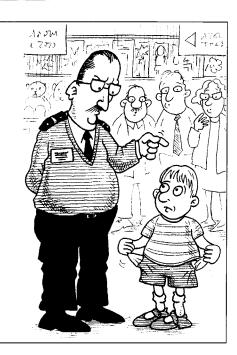
10	) N	My uncle buys and sells property. He's a rich!
τ	Jse <b>A</b>	mplete the sentences with the adjectives in parentheses in the correct order.  your instinct if you are not sure.  Can I help you?  Yes, I'm looking for some stylish high-heeled sandals. (high-heeled/stylish)
2		Did you see either of the robbers?  It all happened so fast. I saw a young man wearing a jacket running out of the restaurant. (blue/denim)
3		I don't really like these pictures, do you?  No. And I can't stand those picture frames. (gold/awful)
4		Your son looks really like you. He has your  eyes. (dark/big)  Do you think so? I think he looks more like my husband.
5		Are you looking for something?  Yes. I've lost a scarf. Have you seen it? (silk/long/black)
6		We used to live in a house near the river. (wooden/beautiful/old) How nice. Could you swim in the river?
7	В	I arrived on the flight from Tokyo, but my suitcase didn't arrive.  What's it like?  It's a suitcase. (black/leather/small)
8		Ever since Tom came back from Bangkok he's been cooking curries for me. (spicy/Thai/delicious)  Lucky you! I love curry.
9		What does Dave's wife look like? She's very slim, and she has hair. (brown/curly/short)
10	A	I'm going to wear my shirt. (new/striped/blue and white) That's a good idea. It looks really good on you.

# Grammar narrative tenses

<b>a</b>	Read the first part of the story and find examples of each tense below.
	1 the past perfect <u>had finished</u>
	2 the past perfect continuous
	3 the past continuous

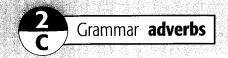
# The Most Embarrassing Moment of My Life

When I was about nine years old, I used to go to the movies every Saturday morning. After the movie <a href="https://hat.ii.google.com">had finished</a>, I would go to a toy store and look at model planes and trains, and sometimes I bought them with the allowance that I had been carefully saving. One day after the movie, I went to a big department store to look at the model planes they had. I didn't buy anything, but as I was leaving, a very large man grabbed my arm quite violently and accused me of shoplifting. The man said that he was a store detective. I had been concentrating on the toys, so I hadn't noticed that he had been watching me. He made me empty my pockets, and he went through my coat, searching for stolen goods, even though I told him very clearly that I had only been looking. Of course he didn't find anything, but by this time several people had stopped to see what was happening. I felt very embarrassed and humiliated that so many people were looking at me, and I was very glad to leave the store when it was all over.

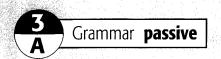


**b** Complete the second part of the story with the correct form of the verbs in parentheses. Use the simple past, past continuous, past perfect, or past perfect continuous.

An hour or so later, when my family $1 \underline{was \ having}$ (have) lunch at home, my	
father <sup>2</sup> (ask) me about the movie. I then <sup>3</sup> (mention)	mega 7
that I <sup>4</sup> (look) at toys in a department store when a store detective	<b>7017</b> 2
<sup>5</sup> (accuse) me of shoplifting and <sup>6</sup> (search) me in	66
the middle of the store. My father <sup>7</sup> ( <b>make</b> ) me repeat what I	
8 (say), and then immediately <sup>9</sup> (jump up) from the	
table. Without either of us having finished our lunch, he $^{10}$ (make)	
me get into the car. I 11 (never see) my father so angry! He	
12 (drive) quickly to the store, <sup>13</sup> (park) outside, and	
marched me to where the incident <sup>14</sup> ( <b>take place</b> ). He then	
demanded to see the manager and the store detective. When the manager	
15 (come), my father 16 (start) shouting at him	
and he told him that I $^{17}$ (never steal) anything in my life.	1000
He $^{18}$ (make) the manager and store detective apologize to me	MANAGER
for accusing me of shoplifting and for embarrassing me. But the thing is,	
l <sup>19</sup> ( <b>find</b> ) this scene even more embarrassing than the first one,	
especially as I could see that a lot of customers $^{20}$ (stop) and	
<sup>21</sup> (watch) us.	



Put the	e adverbs in the best place in the dialogue.
GARY	So, what did you think of the game?  great tonight  POST GAME
CRAIG	<sup>1</sup> Even though they lost, I think Dallas played again (great/tonight)  ANALYSIS
JOHN	<sup>2</sup> Craig, do you mean that? (really) Their defense was awful. (absolutely)
CRAIG	<sup>3</sup> I guess you think New York played? (well)
JOHN	<sup>4</sup> New York plays these days. (unfortunately/never/well)
CRAIG	<sup>5</sup> But even you must admit that New York was lucky. ( <b>incredibly</b> )
GARY	<sup>6</sup> Craig, do you have anything good to say about New York? (ever)
JOHN	<sup>7</sup> New York was lucky with the second touchdown. ( <b>to be honest/very</b> )
CRAIG	<sup>8</sup> Come on, John, New York was lucky with both the first <u>and</u> second touchdowns! ( <b>extremely</b> )
GARY	<sup>9</sup> I thought both teams defended ( <b>personally/badly</b> ), but at the end of the day, Craig, I'd say New York was better at offense. ( <b>a little bit/especially</b> )
Compl	ete the dialogue with the correct adverbs from the list.
<del>absolu</del> just (×	
JASON I TANYA want DIRECTO when you 4 them shoul	But I have to wait for Tanya to finish her line, and she's doing it too 2  I could try saying it more 3 if you me to.  OR Yes, could you? Now, Jason, remember, Tanya tells you she's going to marry Henry, know about it because you heard talking in the garden 5, so you ldn't be surprised.  Well, 6 I know about it, but I ght maybe I should pretend at first that I don't
know	or No, we want to see your emotion! You
a calr great. of lin	ed very calmly, but 7 you're not m person at all. I want you to react 8, OK? Now the next scene. Sally, you were But, when you've 9 finished reading Tanya's letter, when you're on the last couple es, 10 look up at the audience. Let them feel how 11 you've been ed by her.
SALLY I	Do you want me to cry?
	OR Not yet. Look out at the audience, 12 like this.
	Can I just ask why you <sup>13</sup> ask me to play horrible characters?
	or Because you do it so 14, darling. It just comes 15 to you.  ht everyone, let's take it again from the beginning



(	Complete the sentences by putting the verbs in parentheses into the correct passive tense.
1	Three men were arrested this evening and <u>will be questioned</u> by the police tomorrow morning ( <b>question</b> )
2	Oh, no. My car isn't here! It must (steal)
3	At the moment the hostages to remain on the plane. ( <b>force</b> )
4	The accident happened because the car at 100 mph. (drive)
5	The drugs when the truck at the border. (discover, stop)
6	Strong measures must to reduce the number of assaults. (take)
7	People who shoplifting often turn out to have some kind of psychological problem. (catch)
8	It is the third time the building so far this year, and the graffiti is particularly annoying. (vandalize)
9	As soon as we got home, we could see that the front door open and that there were two men in the living room. (leave)
10	is a deeply unpleasant experience. (mug)
11	Mai used to her room when she really misbehaved. (send)

**b** Complete the police officer's statement with the verbs in parentheses in the passive tense. Add any other necessary words.



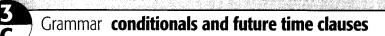
Ladies and gentlemen, I can now confirm that two dangerous criminals, Robert Miller and Walter Hacker, have escaped from Florida State Prison. Security arrangements at the prison are being investigated to find out exactly how they escaped, but they <sup>1</sup> <u>are thought to</u> (think) have escaped through the air-conditioning system. Miller <sup>2</sup> \_\_\_\_\_\_\_ (understand) be one of the engineers who installed the air-conditioning system five years ago. This afternoon a gun was stolen from a sporting goods store near the main highway, so I must warn members of the public not to approach these men, as it <sup>3</sup> \_\_\_\_\_\_\_ (believe) they are armed. According to witnesses, the two men <sup>4</sup> \_\_\_\_\_\_\_ (report) be still wearing prison clothes. It <sup>5</sup> \_\_\_\_\_\_\_ (think) they are heading in the direction of the Everglades swamp to make it harder for tracker dogs to find them. The public should not panic. It <sup>6</sup> \_\_\_\_\_\_\_ (expect) these two dangerous men will be recaptured within the next 24 hours.

# Grammar future perfect and future continuous

_					c c	C .	. •
	Complete the dialog	mes with the ver	rbs in parentl	neses in the f	future pertect o	r tuture c	ontinuous
	Complete the dialog	suco with the ver	oo iii parciici	10000 111 0110 1			

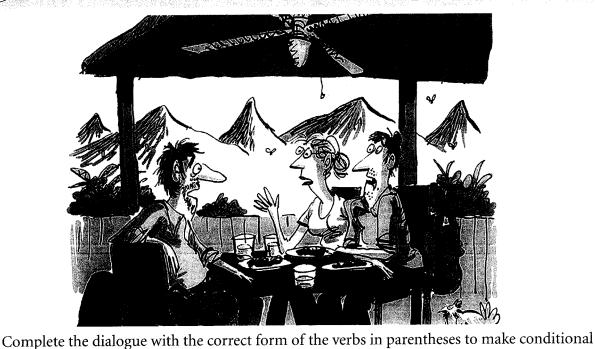
1	SARAH	I wish I could find another job. What do you think you 'ill be doing (do) this time next year?
	LISA	Unfortunately, I think I 2still(work)
		here. But I hope I <sup>3</sup> (be promoted) to
		assistant manager by then, so at least I 4(earn) a little bit more money.
	SARAH	Well, I really hope that I <sup>5</sup> (find) a more interesting job by then. I'm so bored. I guess I've just been here too long!
2		If Jimmy Brent scores in this game, he 6
	CHRIS	No, he 7 (tie) it. To beat it, he'll need to score another one. But he 8 (not play) next week because he already has two yellow cards.
3	SOPHIE	Just imagine it. This time tomorrow we 9
		(not watch) the rain, we <sup>10</sup> (lie) on a tropical beach!
	STEVE	No, not at 3:00 we won't. Don't forget the time difference.
		We 11 (not arrive) at our hotel yet. Let's see
		I think we <sup>12</sup> (just/get off) the plane and we <sup>13</sup> (drive) to our hotel.
4	VEVIN	Is it too late to call Hannah and Sam? Do you think
	KEVIN	they 14(go) to bed yet?
	ANNA	What time is it? 11:00. That's fine. Knowing them,
		they 15 (not finish) their day yet.
		They 16 (watch) a movie.
5	JOE	Can I borrow the car this afternoon?
	MOTHER	What time do you need it? I <sup>17</sup> (use) it myself until about 4:00.
	JOE	Natalie 18 (arrive) at the bus station around 5:00. I want to pick her up.
	MOTHER	Oh, that's fine. I <sup>19</sup> (finish) with it by then.

photocopy and do the exercise again at home.



4				1							_	,						_								•1	
4	-(	arc	le t	ne	CO	rrec	it a	กร	SW	er.	. ა	0	m	ıet	ın	ne	S 1	tw	O	ar	ารง	ver:	s a	are	po	ssit	ole.

1	I'll have my cell phone with me in case later.  a you need to call me b you'll need to call me c you've needed to call me	9	Please come in quietly because when you arrive.  a we'll be sleeping b we'll sleep c we're sleeping
2	Call him as soon as that report.  a you finish b you've finished c you'll finish		Take a jacket in case when you come out of the theater.  a it'll have been cold b it's being cold c it's cold
<b>5</b>	I'll play football with you when my dinner.  a I've had b I'll have c I have		If he by 6:00, we'll go without him.  a won't have arrived  b isn't arriving  c hasn't arrived
4	I'm not going to go to the party unless too.  a you'll go b you go c you've gone		We're going to have a picnic tomorrow unless  a it rains heavily b it will be raining heavily c it's raining heavily
<b>5</b>	Could you get me some milk if to the supermarket?  a you'll go b you go c you're going		I apologize until he apologizes to me.  a don't  b am not going to  c won't
<b>5</b>	If the weather, we'll be able to eat outside tonight.  a will have improved b will improve c improves	· · · · · · · · · · · · · · · · · · ·	If you want to speak English well, practice.  a you'll have to b you have to c you've had to  Come and say good-bye tomorrow
7	I'm not going to tell my boss I'm leaving until  a I find a new job b I'm finding a new job c I've found a new job	1 i	before  you'll leave  you've left  you leave
<b>3</b>	If we don't start using less gas, it by the end of the century.  a is running out b will have run out c runs out	8–10	5 Excellent. You can use conditionals and future time clauses very well. 6 Good, but check the rules in the Grammar Bank (Student Book page 136) for any questions that you got wrong. 7 This is difficult for you. Read the rules in the Grammar Bank again (Student Book page 136). Then ask your teacher for another



sentences. STEVE So where are you going next? EMILY We're not sure. We might continue on into the interior. Have you been there? STEVE Yes, and I 1 wouldn't go (not go) there again if you paid me! EMILY Why not? STEVE Well, it's pretty dangerous. I had a really bad experience there. If I <sup>2</sup>\_ (not be) really lucky, I wouldn't have survived. If I <sup>3</sup>\_\_\_\_\_ (be) you, I'd think twice about going there. Really? What happened to you? CARL STEVE I was camping near a river, and I got attacked in the middle of the night by thieves. EMILY Oh no! What happened? STEVE They made me give them my backpack, which had my map, all my food, my passport, and my money. They said they 4\_\_\_\_\_ (kill) me if I 5\_\_ (not give) them everything I had, so I had no choice. After that I wandered in the jungle for two days and then I must have fainted from the heat and exhaustion. Luckily, two American backpackers found me. If they 6\_\_\_\_\_ (not find) me, the ants and mosquitoes <sup>7</sup>\_\_\_\_\_(eat) me alive! The Americans helped me get to the nearest village, but then I became sick with a terrible fever. To be honest with you, if it 8\_\_\_\_\_ (not be) for the local doctor I 9\_\_\_\_ (die). It was three weeks before I was well enough to travel home. EMILY Wasn't your family worried about you? STEVE No, because I was able to send a message to the US Embassy, and they contacted my parents. If not, they 10\_\_\_\_\_(be) totally worried!

EMILY Wow! What a trip! What 11\_\_\_\_\_ (you/do) if we got attacked by thieves, Carl?

Don't worry. If I had been in the same situation as Steve, I 12\_\_\_\_\_ (give) the

thieves everything! I'm not stupid. Anyway, don't worry, after hearing that story

You wouldn't do anything stupid, would you?

I don't think we'll be going into the interior!

CARL



<b>a</b>	_	ete the dialogue. Rewrite the phrases in parentheses using <i>might (not) have, must have,</i> or <i>'t have +</i> past participle.
	GARY	Jack, come over here!
	JACK	What is it?
	GARY	There's a bottle of champagne in the fridge.
	JACK	What's strange about that?
	GARY	It's not very cold yet. So, it ' <u>couldn't have been</u> in the fridge for very long.
		I'm not sure, but I think the victim <sup>2</sup> a visitor.  (I'm sure it hasn't been / perhaps the victim was expecting)
	JACK	Look! He <sup>3</sup> from vacation. See that suitcase with clothes on the bed? ( <b>I'm sure he has just come back</b> )
	GARY	Yes, he was also very suntanned. He <sup>4</sup> here in Chicago. He was definitely on vacation somewhere very sunny. ( <b>I'm sure he wasn't</b> )
	JACK	Oh, you're right. Look at this – Mexican currency in his wallet.
	GARY	OK, so we know he was getting ready to take a bath. Then he <sup>5</sup> a noise downstairs. He quickly put on a robe and came out of the bathroom into the bedroom. ( <b>I'm sure he heard</b> )
	JACK	The intruder 6 the victim was at home. He 7 when he found the victim here, and then he panicked and killed him.  (perhaps the intruder didn't know / maybe he was surprised)
	GARY	You know, I don't think that's right. I think the intruder 8 the victim. I think this was a murder. ( <b>I'm sure the intruder knew</b> )
	JACK	Are you saying it 9 a burglary? (you're sure it definitely wasn't)
	GARY	That's right. But I think the killer <sup>10</sup> it to look like a break-in and not a murder. ( <b>perhaps the killer wanted</b> )
D	Compl	ete the sentences with should / shouldn't have and the past participle of a verb from the list.
	break u	p buy come <del>take</del> tell use wait wear
		e lost. I knew we <u>should have taken</u> a map!
		tastes really spicy. You so much curry powder.
	3 You	with James. He was such a nice guy.
	<b>4</b> The	movie was amazing! You really with us.
	5 Jim's	already left! I can't believe it – he for us.
	<b>6</b> I'm a	fraid we can't exchange the jacket. You it.
	<b>7</b> You _	us you wanted to come. We would have gotten you a ticket.
	8 I kne	w I those jeans. They were a total waste of money.

# Grammar verbs of the senses

CUSTOMER ASSISTANT CUSTOMER ASSISTANT	he dialogue with <i>smells</i> , <i>smells like</i> , or <i>smells as if</i> .  I'm looking for a perfume for my wife. Something that  1 <u>smells</u> nice and fresh.  What about this one. It 2 very fragrant.  No, I don't like it. It 3 it's for a teenager.  Try this one then, sir – "Fatal Attraction."  Yes, that 4 another one she has, but fresher. Very nice. I'll take two of them.	
ASSISTANT TOURIST 1 TOURIST 2	he dialogue with <i>feels</i> , <i>feels like</i> , or <i>feels as if</i> .  This one is very good quality. Here, touch it and see.  Hmm. It <sup>5</sup> very smooth. I'd say it <sup>6</sup> silk. Is  No, it's cotton, but it <sup>7</sup> it's made of silk.  It <sup>8</sup> very soft, but it's very strong material. I can you a very good price.	A A MAT
ASSISTANT CUSTOMER CUSTOMER	he dialogue with <i>tastes</i> , <i>tastes like</i> , or <i>tastes as if</i> .  Please try this one. It <sup>9</sup> very different from the la  1 Mmm. This one <sup>10</sup> a Beaujolais to me. What do you  2 Yes, it does. It's very light. It <sup>11</sup> it would go real with chicken.  1 Yes. It <sup>12</sup> much smoother than the others we've	think? Ily well
WOMAN YOMAN YOMAN I WOMAN E MAN COWOMAN A MAN T	he dialogue with <i>look</i> , <i>look like</i> , or <i>look as if</i> .  ou shouldn't have said you wanted to come if you didn't.  I'hy do you say that?  ou <sup>13</sup> you are totally bored.  did want to come. It's just that they all <sup>14</sup> fine to be the ones that make me <sup>15</sup> I'm 60 years old?  K, those ones do <sup>16</sup> a bit old fashioned.  Ind these ones that <sup>17</sup> something a 13-year-old would we hey <sup>18</sup> OK to me.  h, you're so helpful!	
ENGINEER GUITARIST ENGINEER GUITARIST ENGINEER GUITARIST	he dialogue with <i>sound(s)</i> , <i>sound(s)</i> like, or <i>sound(s)</i> as if.  Wait, wait, wait!  What is it now?  The bass guitar is coming in too soon. It <sup>19</sup> wrong It <sup>20</sup> OK to me.  No, it <sup>21</sup> you're rushing in.  Well, how should it sound?  It should <sup>22</sup> the way we practiced!	

<b>a</b>	Complete the sentences with the gerund, infinitive, or base form of the verb in parentheses					
	1 I learned <u>to speak</u> French when I was at school. (speak)					
	2 Do you feel like a movie tonight? (watch)					
;	Laura's mother doesn't let her when she wants. ( <b>go out</b> )					
	4 I can't afford a vacation this year. (take)					
:	5 It's getting late. We'd better much longer. (not stay)					
(	6 I'm going to keep on until 8:00 tonight. (work)					
	7 What are you planning to the party? (wear)					
:	8 Would you rather in the country or in a city? (live)					
9	9 I couldn't help when my brother tried on the clown costume. (laugh)					
10	O Did you manage all the homework I gave you? (finish)					
1	1 We're really looking forward to you again. (see)					
12	2 If I tell you, do you promise anybody? (not tell)					
13	3 My boss made me late last night. (work)					
14	4 Since I moved abroad, I really miss my friends. (see)					
1:	5 Would you like me you with the dinner? (help)					
10	6 I don't mind I'm not in a hurry. (wait)					
17	7 You're not allowed here. (park)					
18	8 You need to practice if you want to pass your English test. (speak)					
19	9 I like early in the morning in the summer. (get up)					
20	Monica might tomorrow. She's sick. ( <b>not come</b> )					
2	I I enjoy time with my grandparents. ( <b>spend</b> )					
22	Will you be able me a ride to work tomorrow? (give)					
<b>A</b>	Complete the sentences with the gerund or the infinitive of the verbs in parentheses.					
_	1 You forgot <u>to buy</u> the milk. ( <b>buy</b> )					
	2 Could you try late tomorrow? ( <b>not be</b> )					
	The sheets on this bed are dirty. They need (change)					
	Don't you remember his wife at that company party? (meet)					
	5 I'll never forget in New York for the first time. (arrive)					
	6 I think you need the irregular verbs. (review)					
	7 Did you remember James about the meeting tomorrow? ( <b>tell</b> )					
	B If the computer doesn't work, try it off and switching it on again. (turn)					
•	it on and switching it on again. (tarn)					
25-	-30 Excellent. You can use gerunds and infinitives very well.					
16-	<b>Good</b> , but check the rules in the Grammar Bank (Student Book page 140) for any questions					
0-	that you got wrong.  -15 This is difficult for you. Read the rules in the Grammar Bank again (Student Book page					
	140). Then ask your teacher for another photocopy and do the exercise again at home.					

a Circle the correct form.



I come from Japan, and I <sup>1</sup> **(used to live)**/am used to living in the north, in Hokkaido, but then I moved to Madrid about five years ago. I had to <sup>2</sup>be used to/get used to having lunch quite late, at about 2:00 p.m., and dinner as late as 9:00 or 10:00 p.m. I love the weather in Spain. There are more sunny days, and it's a lot warmer. In Japan, things <sup>3</sup> usually/use to happen exactly on time, but here things are much more relaxed. I like that too. The only thing I really miss is Japanese tea! I <sup>4</sup>was used to being able/was used to be able to choose from many different kinds of tea, but here it's more like two or three and mostly black, not green tea. And sometimes I have problems with noisy neighbors, especially at night. That never <sup>5</sup> used to be/was used to being a problem in Hokkaido. People there <sup>6</sup> usually go/are used to going to bed much earlier.

**b** Complete the text with used to, am used to, get used to, or usually.

I 1 used to live in Sweden, but now I live in Parma, Italy. I've been here for six
years now, so I <sup>2</sup> the lifestyle. Life is more hectic here than in Sweden.
You also have a wider choice of things to do in your free time, and I really enjoy
that. I had to <sup>3</sup> eating lots of pasta, particularly <i>tortelli</i> , which are Parma's
local specialty. In Sweden I <sup>4</sup> eat pasta once or twice a month, and now
1 5 have it once or twice a week! I also had to 6 the different
mentality. For example, people here are very family-oriented. This was new to me
and hard to understand at first. But now I $^7$ having lunch every Sunday
with my in-laws! It was also fairly hard for me to <sup>8</sup> the dialect they speak
in Parma. I still sometimes have to ask people to repeat things. The only thing I
can't <sup>9</sup> is the coffee. I know <i>espresso</i> is supposed to be the best coffee
in the world, but it's just too strong for me. In Sweden I $^{10}$ drink a lot of
coffee, but it was much less strong. Still, I do love the smell.



**C** Complete the text with a verb from the list in the correct form.



be	eat	get up	live	see	_
We use	ed to 1 <u>1</u>	<i>ive</i> in	the US,	but we	e've been living in Queensland,
Austral	ia, since	e 1997. We'	re used	to <sup>2</sup>	here now, but at first it was
pretty	hard. We	e live in the	country	y, and $\iota$	when we first moved into the house,
I just c	ouldn't	get used to	3	s	nakes in the garden, but now it's
not a p	roblem	. We just le	ave ther	m alon	e. Although we speak the same
langua	ge, ther	e are still s	ome thii	ngs her	e that are strange. People here
usually	4	really	early, a	t abou	t 5:00 a.m., which we still haven't
gotten	used to	. Christmas	doesn'	t feel ri	ght either. I haven't gotten used
to <sup>5</sup>		roasted tu	rkey in	100-de	gree weather!



a Circle the correct form of the verb.

MS. BEAL (DEFENSE LAWYER) Your honor, my client admits

1to be being at the scene of the crime, but he denies

2to have/having anything to do with the crime.

JUDGE Yes, but you're going to have to explain what the accused was doing there with a weapon and \$200,000 in cash.

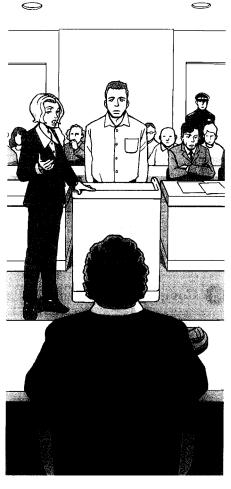
MR. LUSKIN (PROSECUTION LAWYER) And she will also have to explain why her client refused <sup>3</sup>to explain/explaining his presence, the weapon, or the money, to the police.

MS. BEAL My client is accused 4to steal/of stealing this money, but I will ask you 5that you wait/to wait until you have heard all the evidence. The evidence will convince you 6to release/of releasing him as an innocent man. It is true that I advised my client 7not to say/not say anything until I arrived at the police station. But that is his legal right...

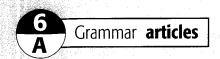
JUDGE I apologize <sup>8</sup> for interrupting / interrupting you, Ms. Beal. Would you mind beginning your defense now?

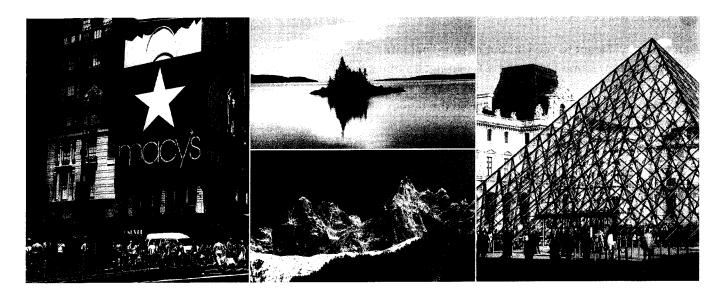
MS. BEAL Thank you, your honor. Now, Mr. Horton, let's go back to the morning of the crime. Your girlfriend suggested 
9to buy/buying a new house that she had seen, did she not?

MR. HORTON (THE ACCUSED) Yes, she's been trying to persuade me <sup>10</sup>getting/to get an apartment in a better neighborhood..



Complete the dialogue by reporting the sentences in pare	entheses.
MR. LUSKIN Mr. Horton, may I remind you <sup>1</sup> to tell the tr ("Please remember you must tell the truth.")	uth
JUDGE I have already warned you <sup>2</sup> ("You must not try to influence the accused.")	·
MR. LUSKIN I'm sorry. So, Mr. Horton, your girlfriend at the and you promised 4 and take c ("We must buy a more expensive apartment." / "I'll go	out \$200,000. Is that right?
MR. HORTON Not exactly. I didn't go to the bank.	
MR. LUSKIN Oh, so somebody you met on the street simp 5? ("I'll give you \$200,000.")	oly offered
MR. HORTON No, a friend had agreed 6("I'll lend you the money.")	a couple of months ago.
MR. LUSKIN I see. And this friend just happened to have a	a lot of money at home in cash?
Clearly, your friends don't recommend <sup>7</sup> gentlemen, that the defense didn't invite this friend <sup>8</sup> witness to tell us how he lent you the money.	It's interesting, ladies and
("You should keep money in the bank." / "Please come	e to court as a witness.")
MR. HORTON Well, my friend apologized 9right now, so he couldn't be here today. ("Sorry, I can't	•





	Complete the sentences with $a$ , $an$ , $the$ , or $-$ (no article).
1	<sup>1</sup> <i>The</i> population of <sup>2</sup> South Africa is approximately 47 million.
2	My father is in 3 hospital because he had 4 heart attack.
3	<sup>5</sup> first state in <sup>6</sup> US where <sup>7</sup> women could vote was Wyoming.
4	8 Louvre is probably 9 most famous museum in 10 Paris.
5	Although there is 11 good university in Florida where we live, my daughter decided to go to
	12 New York University.
6	Ebro River in Spain flows into <sup>14</sup> Mediterranean Sea.
7	When we went to 15 wedding, we couldn't park near 16 church, so we had to get
	<sup>17</sup> taxi.
8	most popular way to get from Los Angeles to San Francisco by <sup>19</sup> car is to
	take <sup>20</sup> Pacific Coast Highway.
	Lake Superior, in <sup>22</sup> Canada, is one of <sup>23</sup> biggest lakes in <sup>24</sup> world.
10	I don't usually enjoy <sup>25</sup> movies with subtitles, but I absolutely loved <sup>26</sup> German movie that won the Oscar for Foreign Language Film this year.
11	The man was sent to <sup>27</sup> prison for robbing <sup>28</sup> bank in London.
12	Mont Blanc is the highest mountain in <sup>30</sup> Alps.
13	Whenever I go to New York City, I always go shopping at <sup>31</sup> Macy's.
14	When we went to Morocco on our honeymoon, we camped in <sup>32</sup> Sahara desert. It was so romantic!
15	She decided not to go to the top of <sup>33</sup> Eiffel Tower because she's scared of heights.
16	My brother loves eating at <sup>34</sup> Mario's. He thinks it's the best Italian restaurant in the city.
	-16 Excellent. You can use articles very well.
9.	-13 Good, but check the rules in the Grammar Bank (Student Book page 142) for any questions that you got wrong.
(	<b>7–8 This is difficult for you.</b> Read the rules in the Grammar Bank (Student Book page 142). Then ask
	your teacher for another photocopy and do the exercise again at home.

# Grammar uncountable and plural nouns

## Circle the correct form.

Daniel! Jenny! I want to see you out of your <sup>1</sup> pajama/pajamas and in <sup>2</sup> a jeans/some jeans and a T-shirt in two minutes, OK? Your breakfast is on the table. The news <sup>3</sup> says/say there was an accident on the highway, so the traffic <sup>4</sup> is/are going to be bad. Hurry up!





OK, Sue, the most important <sup>5</sup> **housework/houseworks** to do today is the laundry and ironing. Leave the beds and the floors until all the laundry and ironing is done. Oh, and please take the <sup>6</sup>**garbage/garbages** out. Thanks a lot.

That's great! We're going to be doing <sup>7</sup> a business/business with the Central Sports Arena people! They must have been impressed with <sup>8</sup> the research/the researches we did for them about new sports <sup>9</sup> equipment/equipments.





OK, everybody, listen, I have  $^{10}$  **a**/some very good news. We got the marketing contract for the Central Sports Arena. You'll remember that we did  $^{11}$  **a**/some very helpful research for them three months ago. Well, they were very happy with us.

So, Kevin, economics <sup>12</sup> is/are what you studied in college, and athletics <sup>13</sup> is/are what you spend your time doing on weekends? What practical skills could you bring to this company?





I know what you're going to say, doctor. You're going to give me <sup>14</sup> some advices/some advice about reducing stress in my life and tell me that I need to take <sup>15</sup> an/— iron more often. But I read <sup>16</sup> an/some information on the Internet that said it didn't really help.

Jenny, come and sit down and eat, please. And put <sup>17</sup>that scissor/those scissors down! You could hurt yourself with <sup>18</sup>it/them or scratch <sup>19</sup>a/the furniture. Good girl. You can watch TV afterward if you've finished your <sup>20</sup>homework/homeworks. Oh, and could you bring me <sup>21</sup>a/some paper? I need to make a shopping list.



## a Circle the correct form.



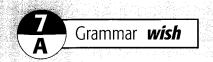
**b** Complete the dialogues with words from the list.

most of	every	anything	anyone	both of	all	neither	either	no	
		have put ot. I packed it		•	r bagga	age?		An &	
<b>B</b> No prob		us eat meat. your flight to n.	_	•		-	e?		
B But I jus	st bought	drinks ar this water!		<del>-</del>		t in this bin			
B Well, I c	an see if l	t back to Los I can find you e flights are g	ı an alterna	itive flight, b		afraid		A AUT	
machine	e?	have heart co		Oo we have	to go t	hrough that		X-RAY	
A Excuse 1	me, sir, co	ould you take _ time I fly I	off your be	elt and walk	throu	gh again?			

be taller

have

not wear

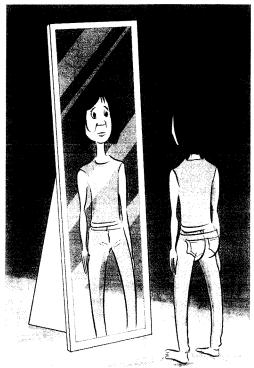


not break

be born

a Complete the sentences with a verb from the list in the simple past or add would/wouldn't + base form.

not have to leave stop raining not borrow earn 1 I wish I <u>were taller</u>. Then maybe I could be a model. 2 I wish my mother \_\_\_\_\_ me alone! She's always interfering in what I do. 3 I wish I \_\_\_\_\_ the latest version of this game. This one is two years old! 4 I wish my sister \_\_\_\_\_ my clothes. She never puts them back. 5 I wish Mom and Dad more money. Then we could have better vacations. 6 I wish it \_\_\_\_\_! Then I could go out and play ball. 7 I wish I share a room with Allie. She's such an irritating little kid. **8** I wish my dad \_\_\_\_\_ that awful jacket! My friends think he looks really strange.



**6** Complete the sentences with a verb from the list in the past perfect.

buy

not tell

have

I wish I <u>hadn't fought</u> with Kate and Ayumi.
 Now I don't have anyone to go out with.

 I wish I \_\_\_\_\_ Mom and Dad about my grades. Now they're worried I won't get into a good college.

not fight

3 I wish Rosa \_\_\_\_\_ my MP3. Now I have to get a new one.

4 I wish I \_\_\_\_\_ the other jeans. These ones are too loose.

5 I wish I \_\_\_\_\_ the courage to call Sam last week. Maybe he would have asked me out.

**6** I wish I \_\_\_\_\_ in another family! Mine is so annoying.



747 751 11 11 1	
1 g We went to Philadelphia to	<b>a</b> be late.
2 She flew to Taipei for	<b>b</b> the terrible storm.
3 Although Josh played really well,	<b>c</b> the fact that she hadn't studied at all.
4 They bought a guide book so that	<b>d</b> avoid the traffic.
5 Despite losing the first set,	e she still took the test.
<b>6</b> Even though she was feeling sick,	<b>f</b> he beat his opponent.
7 I took a taxi so as not to	g see the sights.
8 Her English grades were good in spite of	<b>h</b> he lost the tennis match.
<b>9</b> They left early in order to	i they would know what to see.
The men went out fishing in spite of	j her sister's wedding.
Rewrite the sentences using the words in parenthes	3 Even though the flight was long, she felt great when she arrived. (despite)  4 He didn't tell her because he didn't want to hurt her feelings. (so as)  5 She bought the bag in spite of the ridiculously expensive price. (even though
	6 The company has a big market share even though they do very little advertising (in spite of)
The second secon	- ml 1 1
1 In spite of the cold weather, the barbecue was a success. (although)	If not, they wouldn't have survived. (so that)
•	
was a success. (although)	If not, they wouldn't have survived. (so

a Complete the article with which, who, whose, that, or whom.

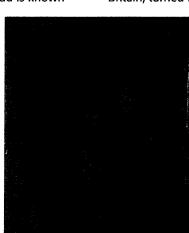
# Freud painting tops Tate Gallery card sales

A painting by the artist Lucian Freud is now the best-selling postcard at the Tate Britain gallery in London. The sales of Freud's *Girl with White Dog* have now overtaken the previous best-selling work of art,

1 which was Ophelia, by John Everett Millais. Lucian Freud, 2 grandfather Sigmund Freud is known

as the father of psychoanalysis, was born in Berlin. The family moved to England in the 1930s, when his father, <sup>3</sup>\_\_\_\_\_ was an architect, decided to escape the threat of Hitler's Germany.

Lucian Freud, <sup>4</sup>\_\_\_\_\_\_ paintings sell for large sums of money, is regarded as one of the world's most gifted figurative artists. He tends to concentrate on portraits, <sup>5</sup>\_\_\_\_\_\_ subjects are often friends or even relatives. These non-professional models, many of <sup>6</sup>\_\_\_\_\_ remain anonymous, are



Self portrait by Lucian Freud

painted with an intensity that is often shocking and disturbing.

Although he works in a figurative style, Freud's work cannot be categorized easily. His importance,

7 \_\_\_\_\_ had been recognized for a long time in
Britain, turned into a super-celebrity status after a

retrospective exhibition <sup>8</sup>\_\_\_\_\_ was held in Washington, D.C. in 1987. Robert Hughes, <sup>9</sup>\_\_\_\_\_ was the art critic for *TIME* magazine, described Freud as "the greatest living realist painter."

Even more fame came later, when a portrait by Freud sold for \$33.6 million at an auction in 2008. The painting, <sup>10</sup>\_\_\_\_\_\_ is a 1995 portrait of a woman named Sue Tilly, broke the record for a work sold by a living artist.

- **b** Link the sentences using a relative pronoun. In which ones do you <u>not</u> need to use a relative pronoun?
  - 1 That's the book. I told you about it.
    That's *the book that / which I told you about*.
  - **2** I was talking to a man. He is a coworker of mine.

The man \_\_\_\_\_

3 She looks sick. It's a little worrying. She looks

4	He's a famous politician. His wife left him
	last week.

He's the \_\_\_\_\_

5 This house was built in 1734. It is one of the oldest houses in the village.

This house,

## Grammar review and check: verb forms



P	tut the verbs in parentheses in the correct form.				
1	How many people went to the concert last weekend? (go)				
2	How long sick? If you don't feel better tomorrow, you really must go to the doctor. ( <b>feel</b> )				
3	I three cups of coffee today. I'd better not have any more. (already have)				
4	We for over an hour before we realized we'd left the map at home. (drive)				
5	They arrived back from vacation to the terrible news that their houseby the heavy storms. (damage)				
6	It that housing prices will continue to go up in the next five years. (think)				
7	I all my final exams by the end of July. I can't wait! (finish)				
8	Don't call me between 7:00 and 7:30 as I the children to bed. (put)				
9	If he his driving test, I'll be really surprised. (not pass)				
10	As soon as I to him, I'll let you know what he's going to do. (speak)				
11	If you so messy, you'd be able to find things in your room. (not be)				
12	If the rescuers hadn't found him so quickly, he (not survive)				
13	The game can't very exciting; the final score was 0–0. ( <b>be</b> )				
14	She was standing at the traffic light when the accident happened, so she must whose fault it was. (see)				
15	Do you remember my glasses on the table? I'm sure I left them there. (see)				
16	My ex-boyfriend is very friendly with my brother, so I can't avoid him from time to time. (see)				
17	She apologized for so rude on the phone. ( <b>be</b> )				
18	My parents persuaded me the job in England. (not take)				
19	I wish I a more patient person. (be)				
20	I wish you me that the book was going to be so sad. I burst out crying on the train! It was very embarrassing. (warn)				

#### **M**INI GRAMMAR ACTIVITY ANSWERS

#### 1B the ... the ... + comparatives

- a 2a 3g 4b 5d 6f 7e 8c
- **b** 2 The sooner we start, the sooner we'll finish.
  - 3 The older you get, the wiser you become.
  - 4 The faster people drive, the more accidents they have.
  - 5 The hotter the weather is, the more you need to drink.
  - **6** The better you know her, the more you'll like her.
  - 7 The more slowly you cook it, the better it'll taste.
  - 8 The more work we do now, the less we'll have to do later.
- c Possible answers
  - 2 ... the sooner we'll arrive.
  - 3 ... the fitter / healthier you'll be.
  - 4 ... the more clothes I wear.
  - 5 ... the meaner they are.

#### 2B so / such ... that

- a 2 such a 3 so 4 such 5 so 6 so 7 such a 8 such
- **b** 2 ... such a bad movie (that) we left after 30 minutes.
  - 3 ... was so disgusting (that) nobody could eat it.
  - 4 ... so many mistakes (that) the boss fired him.
  - 5 ... such beautiful music (that) everyone stopped to listen.
  - 6 ... such good seats (that) we had a perfect view.
- **c** Possible answers
  - 2 ... we had to put on the air conditioning.
  - 3 ... I can't go out this weekend.
  - 4 ... we went right to bed.
  - 5 ... we left the restaurant.

#### 3C likely and probably

- a 2 probably 3 probably 4 likely 5 likely 6 probably7 likely 8 probably
- **b** 2 ... likely to finish before the summer.
  - 3 ... likely to finish late.
  - 4 ... probably find him guilty.
  - 5 ... is likely to be a lot of traffic this evening.
  - 6 ... probably never know what really happened.
  - 7 ... likely to be here on the weekend.

#### 4B would rather, had better

- a 2 better 3 better 4 rather 5 better 6 better7 rather 8 rather
- **b** 2 'd rather go shopping now.
  - 3 'd rather not go out tonight.
  - 4 'd better hurry.
  - 5 'd better not go to work today.
  - 6 you rather eat in or go out tonight?
- d Possible answers
  - 1 stay in / study tonight; not go out tonight
  - 2 drive carefully / drive slowly; not drive too fast

#### 5C as

- a 2f 3h 4c 5g 6i 7a 8j 9d 10e
- b 2 as 3 like 4 like 5 as, as 6 as 7 as 8 like
- c Possible answers
  - 2 it's a national holiday 3 it's going to rain
  - 4 a sports commentator 5 tall as my sister

#### 6B have something done

- a 2 He needs to have his coat/jacket cleaned. 3 She needs to have her shoe repaired. 4 She needs to have her hair / bangs cut. 5 He needs to have his eyes tested.
- b 2 had my portrait painted
  - 3 having my photo taken
  - 4 are having our kitchen redecorated
  - 5 have your blood pressure checked
  - 6 had your fortune told
  - 7 'm having my car serviced / 'm going to have my car serviced
  - 8 to have my watch repaired
  - 9 have the big tree cut down
  - 10 have our house repainted
  - 11 'm having the brakes tested/'m going to have the brakes tested
  - 12 had a burglar alarm installed

#### 7B whatever, whenever, etc.

- a 2 Whenever 3 Whoever 4 however 5 whatever
   6 wherever 7 Whenever 8 however 9 whichever
   10 Whoever 11 whichever 12 wherever
- **b** Possible answers
  - 2 they never think they have enough money 3 you have some money 4 you prefer 5 a McDonald's 6 you are

	Match 1–8 with a–h to make complete entences.	
1	h The more dangerous the sport,	
2	☐ The longer I waited,	
3	The more you work,	
4	The younger you are,	
5	The older you are,	1 / Constant
6	The earlier we leave,	
7	The longer I stay in bed,	
8	The faster I speak,	
a b c d e f g h	the angrier I got. the easier it is to learn something. the more mistakes I make. the harder it is to find a job. the worse I feel. the less traffic there will be. the more you earn. the more I enjoy it.	
	ewrite the sentences using <i>The the</i> + a comparate	
	If a car is big, it uses more gas.	The bigger a car is, the more gas it uses.
	If we start soon, we'll finish soon.	
	When you get old, you become wiser.	
	If people drive fast, they have more accidents.	
	If the weather is hot, you need to drink more.	
	When you know her well, you'll like her more.  If you cook it slowly, it'll taste better.	
	If we do a lot of work now, we'll have less to do later.	
O	if we do a lot of work now, we it have less to do later.	
1	omplete the sentences with your own ideas.  The more you practice your English, <i>the better you</i> with the sooner we leave,	
	The more exercise you get,	
	The colder the weather is,	
	The more money people have,	

a	C	Complete the sente	nces with so, such, or such a.	
	1	My suitcase is <u>so</u>	heavy (that) I can hardly pick it up.	
	2	It was	long flight (that) the children got very bored.	
	3	There were	many people at the airport (that) we couldn't see him.	
	4	It was	terrible weather (that) we couldn't leave the hotel.	
	5	We had	_ much luggage (that) we had to ask a porter to help us.	
	6	Jim is	selfish (that) he can't think about anybody else.	
	7	Jim is	selfish person (that) he can't think about anybody else.	
	8	They were	cheap tickets (that) we decided to buy them.	
D	R	ewrite the sentenc	tes using so, such, or such a.	
	1	I played badly. I l	ost 6–0, 6–0.	
		I played so badly	(that) I lost 6–0, 6–0	
	2	The movie was ve	ery bad. We left after 30 minutes.	
		It was	·	
	3	The food was dis	gusting. Nobody could eat it.	
		The food		
4 He made a lot of mistakes. The boss fired him.  He made				
		It was		
	6	They were good s	eats. We had a perfect view.	
		They were	·	

**C** Complete the sentences with your own ideas.



1 She has so n	nany clothes (that) <u>s</u>	ne never knows what to 1	wear	
2 It was such a	hot day (that)			·
3 I have so mu	ch work (that)			·
4 We were so t	ired (that)			•
<b>5</b> They were p	laying such loud mus	ic (that)		

a)	Complete the sentences with <i>likely</i> or <i>probably</i> .	
	1 My mother's <u>likely</u> to be in the garden watering the plants.	3 mm
	2 I'll be very busy tomorrow.	February Common State of the St
	3 The missing plane crashed in the sea.	
	4 There's to be a hurricane later this month.	
	5 They aren't very to raise our salary, are they?	
(	6 James will be late. He always is.	
	7 I'm to be very busy tomorrow.	2 6-
;	8 The police say that the burglars werelocal people.	
<b>)</b>	Rewrite the sentences changing from probably to likely or vice versa	
]	1 The weather forecast said it's likely to snow tonight.	podaliti della di anti-
	The weather forecast said it will probably snow tonight.	
2	The builders probably won't finish until the summer.	
	The builders aren't	
3	The meeting will probably finish late.	
	The meeting is	
4	1 The jury is likely to find him guilty.	
	The jury will	A
5	There will probably be a lot of traffic this evening.	
	There	
6	It's likely that we'll never know what really happened.	
	We'll	
7	We probably won't be here on the weekend.	
	We aren't	

- **c** Ask a partner the questions.
  - 1 What will you probably do next summer?
  - 2 Are you likely to be living in this town five year from now? Why/Why not?
  - 3 Do you think you will probably pass the final exam?
  - **4** Where are you likely to be tomorrow at 9:30?

## Mini grammar would rather, had better

<b>a</b>	C	Complete the sentences with <i>rather</i> or <i>better</i> .
	1	Would you <u>rather</u> walk or go by car tonight?
	2	You'd not forget Clara's birthday this year!
	3	We'd reserve a table. It's a very popular restaurant.
	4	I'd go to Brazil than Costa Rica for a vacation.
	5	I'd write that down. I'm very forgetful.
	6	We'd not be late for class. We're having a test today.
	7	Wouldn't you go to the movie theater than rent a DVD?
	8	I'd not meet my ex-boyfriend, so I'm not going to the party.
<b>(</b>		ewrite the first sentences using would rather r had better.
	1	You should take an umbrella. It looks as if it's going to rain.
		You <u>'d better take an umbrella</u> .
	2	I'd prefer to go shopping now. There won't be so many people.
	3	I  I'd prefer not to go out tonight. I'm exhausted.
	4	I We ought to hurry. The movie starts in ten minutes.
		We
	5	You shouldn't go to work today. You don't look well.
		You
	6	Would you prefer to eat in or go out tonight? Either way is fine with me.
		Would?

- Ask a partner the questions.
  - 1 Would you rather go on vacation with friends or with your family?
  - 2 Would you rather work for yourself or for a company? Why?
  - 3 Would you rather live in your town or somewhere else? Why?
  - 4 Would you rather be an only child or have brothers and sisters? Why?



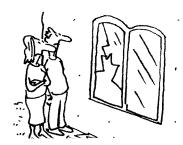


0	Complete the sentences with your own ideas.
	Make one negative and one affirmative.

1	I have a test tomorrow, so I'd better
2	It's very foggy tonight, so we'd better
_	

<b>a</b>	M	atch 1–10 to a–j to make complete sentences.	
	1	b You're nearly as tall	
	2	The burglar was arrested	
	3	He's very well known	
	4	We'll have to use this scarf	
	5	I didn't go and see that movie	
	6	As I wasn't feeling very well,	
	7	It isn't as foggy	
	8	Turn the light off	<b>국</b>
	9	I never read that newspaper	
	10	As I was coming here,	
	a h	as it was yesterday.	#AD
	C	as me. as a bandage.	
	d	as it's too biased.	
	e	I met an old friend.	
	f	just as he was leaving the house.	
	g	as the reviews were bad.	1635 1845
	h	as a composer and conductor.	
	į	I didn't go to work.	10 -
	j	as you go out.	
•	Co 1 2 3 4	omplete the sentences with <i>like</i> or <i>as</i> .  This tastes <u>like</u> chicken, but is it turkey?  My brother works a freelance journalist.  He looks my father. They have the same mouth and nose.  That sounds thunder. Do you think it's going to rain?	Remember:  Use <i>like</i> to say things are similar.  My jacket is <i>like</i> yours.  He looks <i>like</i> a basketball player.
Ф	1 2 3	omplete the sentences with <i>like</i> or <i>as</i> .  This tastes <u>like</u> chicken, but is it turkey?  My brother works a freelance journalist.  He looks my father. They have the same mouth and nose.	Use <i>like</i> to say things are similar.  My jacket is <i>like</i> yours.  He looks <i>like</i> a basketball player.  Use <b>as</b> for comparisons and to describe
Ф	1 2 3 4	omplete the sentences with <i>like</i> or <i>as</i> .  This tastes <u>like</u> chicken, but is it turkey?  My brother works a freelance journalist.  He looks my father. They have the same mouth and nose.  That sounds thunder. Do you think it's going to rain?	Use <i>like</i> to say things are similar.  My jacket is <i>like</i> yours.  He looks <i>like</i> a basketball player.  Use <b>as</b> for comparisons and to describe somebody's job or something's function.  I'm <b>as</b> tall <b>as</b> my father.
Ь	1 2 3 4 5	omplete the sentences with <i>like</i> or <i>as</i> .  This tastes <u>like</u> chicken, but is it turkey?  My brother works a freelance journalist.  He looks my father. They have the same mouth and nose.  That sounds thunder. Do you think it's going to rain?  It's not cold today it was yesterday.	Use <i>like</i> to say things are similar.  My jacket is <i>like</i> yours.  He looks <i>like</i> a basketball player.  Use <i>as</i> for comparisons and to describe somebody's job or something's function.
Ф	1 2 3 4 5 6	Omplete the sentences with <i>like</i> or <i>as</i> .  This tastes <u>like</u> chicken, but is it turkey?  My brother works a freelance journalist.  He looks my father. They have the same mouth and nose.  That sounds thunder. Do you think it's going to rain?  It's not cold today it was yesterday.  Please don't use that glass an ashtray!	Use <i>like</i> to say things are similar.  My jacket is <i>like</i> yours.  He looks <i>like</i> a basketball player.  Use <b>as</b> for comparisons and to describe somebody's job or something's function.  I'm <b>as</b> tall <b>as</b> my father.
•	1 2 3 4 5 6 7 8	Omplete the sentences with <i>like</i> or <i>as</i> .  This tastes <u>like</u> chicken, but is it turkey?  My brother works a freelance journalist.  He looks my father. They have the same mouth and nose.  That sounds thunder. Do you think it's going to rain?  It's not cold today it was yesterday.  Please don't use that glass an ashtray!  Teresa is late usual.	Use <i>like</i> to say things are similar.  My jacket is <i>like</i> yours.  He looks <i>like</i> a basketball player.  Use <b>as</b> for comparisons and to describe somebody's job or something's function.  I'm <b>as</b> tall <b>as</b> my father.  He works <b>as</b> a waiter.
	1 2 3 4 5 6 7 8	This tastes <u>like</u> chicken, but is it turkey?  My brother works a freelance journalist.  He looks my father. They have the same mouth and nose.  That sounds thunder. Do you think it's going to rain?  It's not cold today it was yesterday.  Please don't use that glass an ashtray!  Teresa is late usual.  I'm not sure what it is, but it smells gasoline.	Use <i>like</i> to say things are similar.  My jacket is <i>like</i> yours.  He looks <i>like</i> a basketball player.  Use <b>as</b> for comparisons and to describe somebody's job or something's function.  I'm <b>as</b> tall <b>as</b> my father.  He works <b>as</b> a waiter.
	1 2 3 4 5 6 7 8	This tastes <u>like</u> chicken, but is it turkey?  My brother works a freelance journalist.  He looks my father. They have the same mouth and nose.  That sounds thunder. Do you think it's going to rain?  It's not cold today it was yesterday.  Please don't use that glass an ashtray!  Teresa is late usual.  I'm not sure what it is, but it smells gasoline.	Use <i>like</i> to say things are similar.  My jacket is <i>like</i> yours.  He looks <i>like</i> a basketball player.  Use <b>as</b> for comparisons and to describe somebody's job or something's function.  I'm <b>as</b> tall <b>as</b> my father.  He works <b>as</b> a waiter.
	1 2 3 4 5 6 7 8 Ccc 1 2	This tastes <u>like</u> chicken, but is it turkey?  My brother works a freelance journalist.  He looks my father. They have the same mouth and nose.  That sounds thunder. Do you think it's going to rain?  It's not cold today it was yesterday.  Please don't use that glass an ashtray!  Teresa is late usual.  I'm not sure what it is, but it smells gasoline.  omplete the sentences with your own ideas.  As I was coming out of the theater, <u>I met an old school friend</u>	Use <i>like</i> to say things are similar.  My jacket is like yours.  He looks like a basketball player.  Use as for comparisons and to describe somebody's job or something's function.  I'm as tall as my father.  He works as a waiter.
	1 2 3 4 5 6 7 8 Ccc 1 2 3	This tastes <u>like</u> chicken, but is it turkey?  My brother works a freelance journalist.  He looks my father. They have the same mouth and nose.  That sounds thunder. Do you think it's going to rain?  It's not cold today it was yesterday.  Please don't use that glass an ashtray!  Teresa is late usual.  I'm not sure what it is, but it smells gasoline.  omplete the sentences with your own ideas.  As I was coming out of the theater, <u>I met an old school friend</u> All the stores will be closed tomorrow as	Use <i>like</i> to say things are similar.  My jacket is like yours.  He looks like a basketball player.  Use as for comparisons and to describe somebody's job or something's function.  I'm as tall as my father.  He works as a waiter.

a Look at the pictures. What do these people need to have done?







1 They need to have the window fixed.

\_ 2

2 \_\_\_\_\_

3 \_\_\_\_\_

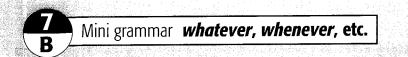


4 \_\_\_\_\_



5 \_\_\_\_\_

- **b** Complete the sentences with the correct form of *have*, the past participle, and the words in parentheses.
  - 1 I need to have my suit cleaned before my cousin's wedding. (my suit / clean)
  - 2 When we were in Paris, I \_\_\_\_\_\_ by a street artist. (my portrait/paint)
  - 3 I absolutely hate \_\_\_\_\_\_. I always look terrible! (my photo / take)
  - 4 We \_\_\_\_\_ right now. (our kitchen/redecorate)
  - 5 If you are feeling dizzy, you should \_\_\_\_\_\_. (blood pressure/check)
  - 6 Have you ever \_\_\_\_\_? (your fortune/tell)
  - 7 I \_\_\_\_\_\_ tomorrow. Could you give me a ride to work? (my car/service)
  - 8 I need \_\_\_\_\_\_. It's not working. (my watch/repair)
  - 9 They had to \_\_\_\_\_\_ in their yard. It was damaged in a storm. (the big tree/cut down)
  - 10 We usually \_\_\_\_\_\_ every five years. (our house/repaint)
  - 11 My car makes a funny noise when it stops. I \_\_\_\_\_\_ tomorrow. (brakes / test)
  - 12 Our neighbors \_\_\_\_\_ last month. (a burglar alarm/install)
- Ask a partner the questions.
  - 1 Where do you go to have your hair cut?
  - 2 Do you mind having your photo taken?
  - 3 When was the last time you had your blood pressure checked?
  - 4 How often do you have your eyes tested?
  - 5 Have you ever had your portrait painted? If not, would you like to?



1	omplete the sentences with whatever, whichever, whoever, whenever		
1	Whatever I do my boss always finds something wrong with it.	45 g	
2	I see Monica, she's always in a good mood.	SELVE SE	
3	broke the window must come and see me after school.		
4	I never put on weight much I eat.		
5	We've decided that we are going to go happens.		1 2 Pag 1
6	People were really friendly to us we went.		
7	I go to New York on business, I always see a show.		The state of the s
8	I never seem to get better at tennis, much I practice.		
9	You take one you want and I'll take the other one.		
10	said, "it's better to be poor but happy," was wrong!	99	
11	We could fly or get the train, is quicker.		
	I'm sure the police will find him, he's hiding.	20	
111			WI Town
2	I'll always love you whatever you do  However rich people are,  You can pay me back whenever		

5 Wherever you go in the world, you'll always find \_\_\_\_\_\_

6 I'm not going to let you in, whoever \_

### **COMMUNICATIVE ACTIVITY INSTRUCTIONS**



#### A pairwork activity

This photocopiable "getting to know you" activity can be used together with the Grammar activity on page 157 for a first-day class, especially if your SS do not yet have the Student Book. It should help you and your class remember each other's names.

SS talk about names through a names quiz, read and discuss an article about the importance of names, and answer questions with their partner. Copy one sheet per student.

LANGUAGE Vocabulary related to names: nickname, name, etc.

- Put SS in pairs and give each student a sheet.
- Focus on a (the names quiz). Give SS five minutes to answer the questions with a partner. Point out that (M) and (F) in question 4 mean male, female. Check answers.
  - 1 b
  - a Katherine (or Catherine)
     b William c Richard
     d Robert e Samuel (male) or Samantha (female)
     f Elizabeth
  - a Harry Potter b Keira Knightley c Brad Pitt
     d Reese Witherspoon e Luke Skywalker
  - 4 Gwyneth Paltrow and Chris Martin Apple Angelina Jolie and Brad Pitt – Shiloh Victoria and David Beckham – Romeo Katie Holmes and Tom Cruise – Suri
- Ask SS if any celebrities in their country have given their children unusual names, and also ask them to give you some examples of names that are currently popular (or unpopular) and why.
- Now focus on **b**, which is a pre-reading task. Give SS, in pairs, time to discuss whether they think the statements are true or false and why. Elicit answers, but don't say whether they are right or wrong at this stage as that is what they will find out when they read the text.
- Now focus on c, and set a time limit for SS to read the article and check their answers. Check answers.

#### 1 F 2 T 3 F 4 T 5 F

- Go through the text and deal with any vocabulary problems.
   Finally ask SS if they agree with what the article says, and ask them why / why not.
- Finally focus on the questions in **d**. You could get SS to interview you first, and then they can interview each other.
- Get feedback from as many SS as possible, particularly about why their parents chose their names as these anecdotes often help SS to remember each other's names.

#### Q and A

#### A / A pairwork question-formation and fluency activity

SS review question formation by ordering jumbled questions and then interviewing each other. Copy one sheet per pair and cut into **A** and **B**.

#### **LANGUAGE** Word order in questions:

What made you want to learn English? What don't you like about where you live? Would you mind telling me what you are afraid of?

- Put SS in pairs, ideally facing each other, and give out the sheets. Make sure SS can't see each other's sheets.
- Focus on a and give SS time to reorder the words to make their questions. Go around monitoring and helping. Check answers orally, first for A, then for B.

A

- 1 Could you tell me if you speak any other languages?
- 2 How do you spend your weekends?
- 3 What's your idea of a perfect vacation?
- 4 Do you come from a big family?
- 5 What kind of food don't you like?
- 6 Have you ever been to an English-speaking country?
- 7 What did you want to be when you were a child?
- 8 What do you use the Internet for?
- 9 What kind of things annoy you in a restaurant?
- 10 Do you mind telling me where you bought those shoes?
- 11 Can you remember the first time you traveled by plane?
- 12 What music do you like listening to in the car?

R

- 1 Can you remember the last time you bought a DVD?
- 2 What would be your ideal evening?
- 3 What kind of things are you good at?
- 4 What don't you like about where you live?
- 5 What made you want to learn English?
- 6 What were you doing this time yesterday?
- 7 Do you know how long this school has been open?
- 8 Would you like to go and live in a foreign country?
- 9 Have you ever broken your arm or leg?
- 10 Would you mind telling me what you are afraid of?
- 11 What most irritates you / What irritates you most about people from your country?
- 12 When was the last time you went to the movies?
- Focus on b and get SS to sit facing each other. They then
  take turns asking each other their questions. Emphasize that
  SS should listen actively to their partner's answers and show
  interest, e.g., Really? That's interesting. Me, too!, and ask
  follow-up questions where possible to get more information
  and make the activity more like a real conversation.

## A walk through the forest

#### A psychological test and free-speaking activity

SS use their imagination to describe a walk through a forest and then interpret each other's descriptions, reviewing vocabulary of personality.

Copy one sheet per student and cut into two separate pieces: **The story** and **The interpretation**.

#### LANGUAGE

Present tense (narrative):

It's a very dark forest. It makes me feel afraid. I start to walk more quickly. *The ... the ...* + comparatives: *The darker* the forest is, the more negative you feel about your life.

Vocabulary: personality

- Tell SS that they are going to use their imagination to describe a walk in a forest. They will describe the situation to each other, and then ask their partner to imagine the
- Put SS in pairs, ideally facing each other, and give out a sheet to each (just The story part, not The interpretation). Give them time to read it. You may need to pre-teach / elicit forest = a large area of trees, *scary* = frightening, *fence* = wooden wall around a house, bear = large, heavy wild animal with thick fur often found in forests, gate = small door in a wall or fence, wild (garden) = not cultivated or well-kept, e.g., with very long grass.
- Tell the As to put their sheet face down. They have to answer B's questions about the walk in as much detail as they can. **B** begins by reading the introduction to **A** (*It's a beautiful* summer day ...) and then asks A the questions and takes notes on A's answers.
- When B has finished, they change roles. B turns the sheet over and A asks all the questions, taking notes on B's answers.
- When both students have described their walk to each other, tell SS that this was a psychological personality test and that now they are going to interpret each other's answers. Give out the other half of the photocopied sheet: The interpretation.
- Give SS time to read the interpretation and then tell them to take turns using the information to interpret their partner's description. Encourage them to do this in as imaginative a way as possible!
- Get some quick responses from pairs to find out if SS agreed with the interpretation of their personality.

## **Doctor**, doctor

#### A pairwork role play activity

SS take the parts of doctor / patient and review the grammar and vocabulary of the lesson. Copy one sheet per pair and cut into A and B.

LANGUAGE

Present perfect:

How long have you been feeling like this? Vocabulary: illness and medicine

Put SS in pairs, ideally facing each other, and give out the sheets. Make sure SS can't see each other's sheets. If you have odd numbers, make one pair a group of three and have two As (or take part in the role play yourself).

**Extra support** You could pre-teach the meaning and pronunciation of alternative medicine = non-traditional medicine; acupuncture / 'ækyə pʌnktʃər/ = a way of treating illnesses or stopping pain by inserting thin needles into the body; hypochondriac /haɪpəˈkɑndriˌæk/ = a person who is always worried about his/her health, even when there is nothing wrong with them; diagnosis / daiag nousas/ = what a doctor thinks is wrong with a patient.

Give SS time to read the instructions for Role play 1. SS should think about their role and what they are going to say. Encourage the patients and doctors to be as imaginative

- and inventive as possible in their questions and answers. Tell the patients to invent a new persona (age, job, etc).
- When SS are ready, tell the Bs to begin. Give SS time to act out the role play. While they do this, move around the class monitoring and noting down anything you might want to draw their attention to afterward.
- Repeat the process for the second role play, but with A starting. If a pair finishes really fast, you could get early finishers to repeat the role play but change roles.
- Finally get responses from some pairs about what the outcome of the patient / doctor conversation was.

#### Spot the difference

#### A pairwork information gap activity

SS describe their pictures to each other to find 12 differences between them. Copy one sheet per pair and cut into A and B.

LANGUAGE

Adjective order:

She's wearing a long patterned skirt and flat sandals.

He has long fair hair and a short beard. Vocabulary: clothes and appearance

- Put SS in pairs, ideally facing each other, and give out the sheets. Make sure SS can't see each other's sheets.
- Focus on the instructions and explain that they both have the same picture, but it has been changed and there are 12 differences. Encourage SS to try to use adjectives in pairs when they describe the people, getting the order right, i.e., to say, My first person is a tall slim woman. She has long dark hair ... (rather than She's tall and slim. Her hair is long and dark).
- Get A to start by describing the first person on the left (My first person is a tall slim woman, and she has very long dark hair). B should listen, and ask questions if necessary, to see if there are any differences. Then B describes the next
- SS continue in pairs. When they have described all the people and found the 12 differences, they can finally show each other the pictures to check.
- Check the differences, correcting any mistakes with adjective
  - 1 In A, woman 1 is wearing a long patterned skirt; in B, it's plain.
  - 2 In A, woman 1 is wearing a long sleeved sweater; in B, it's short sleeved.
  - 3 In A, man 2 is wearing clean jeans; in B, they are scruffy.
  - 4 In A, man 2's top doesn't have a pocket; in B, it does.
  - 5 In A, woman 3 is wearing a jacket with a fur collar; in B, the collar isn't fur.
  - 6 In A, woman 3's boots are flat; in B, they have high heels.
  - 7 In A, man 4 is wearing a black and white striped sports jersey; in B, it's a plain one.
  - 8 In A, man 4 has short blond hair; in B, he has short dark hair.
  - 9 In A, woman 5 has long curly hair; in B, she has long straight hair.
  - 10 In A, woman 5 is wearing a short tight cardigan sweater; in B, she's wearing a loose long one.
  - 11 In A, man 6 is wearing a checked shirt; in B, it's a patterned one.
  - 12 In A, man 6 is wearing long baggy pants; in B, he's wearing baggy shorts.

#### Did it really happen to you?

## Question prompts for SS to tell anecdotes in small groups

SS are dealt cards with prompts for anecdotes. They plan what they are going to say, inventing details if they haven't had the experiences. Copy and cut up one set of cards per group of three.

LANGUAGE Narrative tenses: simple past, past continuous, past perfect (simple and continuous)

• Put SS in groups of three, and give each group a set of cards, face down. The cards are then dealt out between them, and each student looks at his / her cards. Now set a time limit, e.g., two minutes, for SS to plan what they are going to say. Stress that if they have had the experience, to tell the truth, if not, to invent the details. Help SS with the vocabulary they need if necessary.

**Extra support** SS may want to make notes on their cards to help them tell their anecdotes.

- Suggest that each student starts with *I'm going to tell you about a time when* ... Then SS take turns telling their first anecdote. After each person has spoken, the other two decide if the anecdote is true or not. Monitor, help, and correct any misuses of narrative tenses.
- If there is time, let each student tell three anecdotes. Elicit responses to find out who was able to convince the group of a story that wasn't true.

**Non-cut alternative** Make one copy per pair. Put SS into pairs and give them a few moments to read through the cards. Tell SS to each choose two anecdotes to tell each other. Give them a few minutes to plan what they are going to say. They then alternate telling anecdotes. Encourage SS to ask for more information where appropriate.



#### **Guess my adverb**

#### A pairwork activity

SS practice using adverbs by trying to guess the missing adverb in their partner's sentences. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE Adverbs:

Unfortunately, I didn't pass my driving test.

- Put SS in pairs A and B and give out the sheets. If possible, sit A and B face to face so that they can't see each other's sheet.
- Demonstrate the activity. Write these two sentences on a piece of paper:

I lived in Brazil for three years so I speak Portuguese **fluently**. The exam was **incredibly** difficult.

Then write them on the board with the bold adverbs blanked, and get SS to suggest adverbs that could go in the blanks. If they say the wrong one, say *Try again*. When they get the right one, say *That's right*. Explain that there are often several possibilities, but that SS have to try to say the same sentence that their partner has.

Focus on the sentences and explain that half of their sentences have blanks, and that the missing words are adverbs. Where **A** has a blank sentence, **B** has the completed sentence and vice versa. The aim of the activity is for SS to try and guess the missing adverbs by making guesses. They

- should continue guessing until they say **the exact adverb** their partner has in his / her completed sentence. Their partner should help and prompt as necessary, but not give away the answers if possible.
- Give SS a few minutes to read their sentences and try to think of possible adverbs to fill their blanks.
- A begins by trying to guess the missing adverb in his / her first sentence. Emphasize that when SS make their guesses they should say the whole sentence. If the adverb is wrong, B should say Try again, and A makes another guess. When A correctly guesses the missing adverb, he / she writes it in the blank.
- Now **B** tries to guess his / her first adverb, etc.

**Extra challenge** At the end of the activity, you could get SS to turn over the sheets and try to recall the adverbs by reading out the sentences one by one, saying "blank" or making a noise where the missing adverb is. Let the class call it out.

3

#### **Crime and punishment**

#### A pairwork speaking activity

SS read about laws in different countries, some that are true and some that are false. They then tell each other about them, and together decide which they think are true. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE Passive (all forms)

Vocabulary: crime and punishment

**Extra support** You could pre-teach some of the new vocabulary in the texts, e.g., *cactus* = a plant that grows in the desert, *the state* = the government, *whistle* /'wisl/ = make a noise by blowing air through your lips. You could also review the crime-specific vocabulary, e.g., *commit a crime*, *be arrested*, *be charged with a crime*, *be found guilty*, *be sentenced*, *be fined*, *be released from prison*, etc.

- Put SS in pairs A and B and give out the sheets. Make sure SS can't see each other's sheets.
- Focus on the instructions and go through them. Then set a time limit for SS to read their laws and underline the key points, i.e., the country, the crime, and the punishment. Move around and help with any vocabulary or pronunciation problems.
- Now get A to tell B about his / her five laws. Encourage SS to improvise / rephrase this from memory and to only look at their sheet if absolutely necessary. Then A and B should decide together which two laws are true. A can remind B of the five laws as necessary and B can jot down the main points for each law as a memory aid.

**Extra challenge** You could get SS to do this completely from memory by getting them to turn their sheets over and writing the names of the countries on the board.

- **B** now tells **A** about his / her five laws and together they decide which **two** are true.
- Now elicit responses to find out which laws SS think are true. You could write A 1, 2, 3, 4, 5 on the board and record which laws most SS think are true and then do the same for **B**. Finally tell them which are true and which are invented.

True laws: A 1 and 3

ind 3 **B** 1 and 3

• Finally ask SS if they would like any of the laws (both real or invented) to be laws in their country and why.

#### In 20 years ...

#### $^\prime\,$ A pairwork activity

SS review the two new future tenses by discussing predictions and deciding whether they think the things will happen and whether they think it will be a good or bad thing. Copy one sheet per pair.

**LANGUAGE** Future perfect and future continuous

- Put SS into pairs and give out the sheets. Go through the
  predictions and make sure SS understand them all. SS then
  discuss each one in turn, first saying whether they think the
  predictions will be true in 20 years from now, and then
  saying whether they think it will be a good thing.
  - **Extra support** Discuss the first prediction with the whole class, eliciting opinions and giving your own opinion.
- Stop the activity when SS have discussed all the predictions or when you think it has continued for long enough. Get feedback from different pairs, and find out which prediction SS think is the most positive and which is the most negative.



#### Are you a risk-taker?

#### A pairwork questionnaire

SS interview each other with a questionnaire to find out if they are risk-takers. Copy one sheet per student.

**LANGUAGE** General vocabulary: *skydive*, *hitchhike*, *sunbathe*, etc.

- Put SS into pairs **A** and **B** and give out the questionnaires.
- Go through the questions and make sure SS understand and can pronounce any new vocabulary, e.g., *skydive*, *charity* = an organization that collects money to give to people who are poor, sick etc., *hitchhike* = to travel by getting free rides in other people's cars, *used* = not new, *past its expiration date* = when a food item has passed the date by which it should be eaten, *drastically* = in a very noticeable way, etc.
- Focus on instruction a. Then tell B to put his / her questionnaire face down. A interviews B and makes notes of the answers. Then they change roles.
- Focus on instruction **b**. Tell SS to read through the notes they made of their partner's answers and assess how much of a risk-taker he / she is. Tell SS to try to assess whether their partner is prepared to take risks in some areas of life but not in others, e.g., relationships, money, physical risk, etc.
- Elicit responses from the class to find out which SS are real risk-takers.



#### **Snakes and ladders**

#### A group board game

SS review the second and third conditional by completing sentences and moving around a game board. Copy one sheet per group of three or four.

LANGUAGE

Second and third conditionals:

If I found some extra money in my bank account, I'd spend it.

If you had told me what time your plane was arriving, I would have picked you up.

 Put SS into groups of three or four players. Each group needs counters, e.g., bits of paper or small coins, and a die. If you don't have a die, write 1–6 on small pieces of paper inside an envelope for SS to pick. Give each group a board.

- Focus on the board and explain that some of the sentences to be completed are second conditionals and some are third conditionals.
- Each player puts a counter on the **Start** square. S1 throws the die and moves according to the number they get.
- Explain the rules of the game: if a player lands on the foot of a ladder, he / she goes up the ladder to the square at the top. If a player lands on the head of a snake, they go down the snake to the square at the bottom. If a player lands on a square with an unfinished sentence, he / she has to complete the sentence in a way that is grammatically correct and makes sense. The other SS in the group have to decide if the sentence is a valid one. You should be the judge if there is a dispute. If the sentence is valid, the player moves forward three squares. If not, he / she moves back three squares. If a player lands on a square where another player has been before, he / she must complete the sentence in a different way. The first player to reach Finish is the winner.
- While SS play the game, monitor to help them with the rules and check that they are making correct sentences. If a group has an early winner, let them play again until each group has had at least one winner.

### 4

#### **Communication breakdown!**

#### / A pairwork role play activity

SS take part in a free-speaking activity to promote fluency. SS role-play being a young married couple who need to try and solve some very typical problems and differences of opinion that have arisen. Copy one sheet per pair and cut into **A** and **B**.

#### LANGUAGE All tenses

- Put SS in pairs, ideally facing each other, and give out the sheets. Try to pair SS with someone of the opposite sex. If you have an uneven gender split, get women to play men or vice versa. If you have odd numbers, make one pair a group of three and have two As or two Bs (or take part in the role play yourself).
- First set the scene. Explain that you have two friends, Emma and Mark. Tell SS that they got married five years ago and at first they were very happy, but now they are having some problems. Tell SS that they are going to take the roles of Emma and Mark and that they are going to talk about their problems to try and find solutions.
- Put SS in pairs A and B and give out the copies. Give SS five minutes to read their instructions. They must not look at their partner's sheet. Tell them to highlight what they think is key information and try to memorize it.

**Extra support** As a memory aid, SS could write down the four points they are going to discuss on the back of the sheet and just use this as a memory aid.

• When SS are ready, get them to sit face to face and tell them to imagine that they have just finished dinner and that they are going to discuss the four points on the sheet. Remind them of the difference between discuss and argue. Set a time limit (but be flexible depending how the conversations are going), and emphasize the instruction: Keep calm and don't lose your temper. However, if your SS get into their roles, you should be prepared for some animated conversations.

Emphasize that they should go through the points one by one, first giving their own points of view and then trying to reach an agreement. Go around monitoring, making sure that SS don't get stuck for too long on one topic, not leaving themselves enough time to discuss all the points.

- Emma begins the conversation, e.g., Mark, I think we need to talk... Let the discussion / argument carry on until you think most pairs have discussed all the points. Give a two-minute warning for SS to try to reach an agreement on whatever point they are discussing before saying Stop!
- Get responses from as many pairs as you can to find out if they were able to reach an agreement and what decisions they made.

#### What is it?

#### A group card game

SS play a definitions guessing game in small groups of three or four. Copy and cut up one set of cards per group.

LANGUAGE It sounds / looks / feels / tastes / smells (like / as if ...)
relative clauses

- Put SS into small groups of three or four. Give each group a set of cards, facedown.
- Demonstrate the activity. Pick a card. First use the prompts on the card to define it. Then add more information to help SS guess the word, e.g., for velvet: It's a material. It feels very soft and smooth. It's often used to make dresses and jackets, especially for the winter and for special occasions, when people want to get dressed up. It's not usually patterned but in plain strong colors like black, red, etc.
- Explain that SS can't say the word on the card but must describe it, first using the prompts on the card and then adding more clues. Remind them that if they have *sounds / feels / tastes*, etc., they must add an adjective; if they have *sounds / feels / tastes like*, they must add a noun, and if they have *sounds / feels / tastes as if*, they must add a verb phrase.
- S1 picks up a card and describes the word. The first person in the group to say the word gets the card. S2 takes the next card and so on. SS take turns picking a card until they are all used up. The person with the most cards is the winner.
- Set a time limit, e.g., five minutes, for SS to play the game, though you may want to let it go on longer if SS are enjoying it and they still have several cards left to define.
- When SS have finished, find out who the winner was in each group.

## 5

#### Gerund, infinitive, or base form?

#### A pairwork activity

SS complete questions with gerunds, infinitives, or verbs in the base form and then ask each other the questions. Copy one sheet per pair and cut into **A** and **B**.

**LANGUAGE** Verbs + gerund, infinitive, or base form

- Put SS into pairs, A and B, and give out the sheets. Focus on instruction a, and explain that SS should write the verbs in the verb column on the right (not in the sentences). Give SS time to write the verbs and then check answers, first A's then B's.
  - A 1 meeting 2 play 3 to worry 4 to drive 5 to buy 6 learning 7 going 8 going out 9 to pack 10 to be 11 to take care of 12 being able to
  - B 1 watching 2 to charge 3 studying 4 to buy 5 watch 6 to swim 7 repairing 8 to learn 9 to live 10 speaking 11 to do 12 eating

- Focus on instruction b. Tell SS to fold their sheet on the fold line so they cannot see the verbs in the verb column and to remember the right form of the bold verb in parentheses.
   A asks B the questions, and then they change roles. Encourage SS to react to what their partner says and ask for more information when they can.
- Monitor and correct any mistakes with verb forms. Finally, ask SS to share some interesting answers.

## **5**

#### usually, used to, get used to

### A pairwork activity

SS practice asking and talking about things people usually do, used to do, or could / couldn't get used to doing. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE Do you usually ...?

Did you use to ...?

Do you think you could get used to ...?

- Put SS into pairs, **A** and **B**, and give out the sheets. Focus on the instructions and on the three possible question forms in the speech bubble. Explain that for each prompt, SS must use the most appropriate question form. Ask an **A** student to ask the first question *Do you think you could get used to always working at night?* Then elicit **B**'s first question *Do you usually celebrate your birthday?*
- Remind SS that after *get used to* they will need to put the verb in the *-ing* form.

**Extra support** You could give SS time to decide which question form they will use for each prompt before they start asking them. Check these by asking *What about Number 2?* Then elicit first from the **As** then the **Bs** which of the three forms they think they should use, e.g., *Did you use to ...?* However, don't call out the whole question.

• In pairs, SS take turns asking and answering the questions. Remind them that the "questioner" should show interest and ask follow-up questions wherever possible to make the exchanges into mini conversations.

Do you usually ...? (A: 5, 6, 8, 11; B: 1, 3, 6, 7, 11) Did you use to ...? (A: 2, 3, 4, 10; B: 2, 5, 9, 10) Do you think you could get used to ...? (A: 1, 7, 9, 12; B: 4, 8, 12)

Get some responses from individual pairs.

## **E**

#### Reporting verbs game

#### A pairwork activity

SS dictate sentences to each other and then put them into reported speech. Copy one sheet per pair and cut into **A** and **B**.

**LANGUAGE** Verbs + gerund or infinitive

- Put SS into pairs, A and B, and give out the sheets. Focus
  on instructions a and b, and tell SS to write their eight
  sentences on a piece of paper or in their notebook.
- Tell SS that they should dictate their eight sentences slowly and clearly twice, pausing to give their partner time to write them down. Long sentences could be broken down into two parts. They should then show their partners what they have written to check if they have made any spelling mistakes or missed any words. Elicit responses to find out how many SS wrote down all their sentences correctly.

• Now focus on instruction c. Set a time limit for SS to put the sentences they wrote down into reported speech using the beginnings 1–8 that they have been given and using a reporting verb from the list. Then give pairs time to look at each other's reported sentences to check for mistakes. Check answers.

**Extra support** You could get SS to do stage **c** together, i.e., change **A**'s sentences to reported speech and then **B**'s.

A	
	refused to eat the cabbage.
2	reminded to bring their dictionaries to class.
3	admitted breaking the window.
	offered to help me
	advised to go to the doctor.
	suggested going to
7	insisted on paying for
8	recommended seeing
R	
all the periods	4 · 1 · 1 · 1 ·
	apologized for being late.
	denied breaking the vase.
3:	promised to lave
	warned not to walk on her own at night.
	invited to go to a concert.
	regretted not buying the jacket.
-7.	accused of eating all the cookies.
	threatened to kill me

## Test your general knowledge

#### A general knowledge quiz

SS review articles by completing quiz questions and trying to answer them in pairs. Copy one sheet per pair.

#### LANGUAGE Definite and indefinite articles

 Put SS into pairs and give out the sheets. Focus on instruction a, and set a time limit for SS to complete the questions. Pre-teach any vocabulary that SS may not know. Check answers.

I the	8 - ' .	15 a 2	2 a (or the),
The second secon		A STATE OF THE STA	an
<b>英</b>		The second secon	3 the a
90.00			4 the + 5 + -
		20 the	
	The A. A. Del Ask of Control of C	21 –	

- Focus on instruction **b**. Set a time limit, e.g., five minutes, for SS to try to answer as many questions as possible.
- When the time is up, check answers, making sure SS use the article correctly in their answers. See which pair had most correct answers.

1 Mercury	14 Buzz Aldrin
2 a melon	15 6
<b>3</b> 50	16 Cancer
A the Mediterranean	17 New Zealand
5 men	18 dogs
6 the tiger	19 Switzerland
7.4	20 The Great Wall of China
<b>3</b> 16 **	21 potatoes
• 19 the letter N	22 No – it's an arachnid
10 Cheeta(h)	23 orange
. Il Italy	24 The Ganges
12 Mount Everest	25 light
13 4	

#### Talk for a minute

## A group card game

SS review countable and uncountable nouns by trying to talk for a minute about the topic on the card they pick. Copy and cut up one set of cards per group of three or four SS.

#### LANGUAGE Nouns: uncountable and plural nouns

- Put SS into small groups of three or four. Give each group a set of cards facedown.
- SS pick a card in turn and try to talk for a minute about the subject on the card. They should first say what the subject is and then say what they think. Ask someone in each group to monitor the time.

**Extra support** You could demonstrate by picking a card yourself and talking for a minute about the subject.

- Tell SS that if they can continue for a minute, they keep the card. If they "dry up," then the student on their left can try to continue. Whoever is talking when a minute is up keeps the card. The student with the most cards at the end is the winner.
- Either set a time limit for the game, or stop it when you think SS have had enough.

## Biology quiz

#### An animal quiz

SS review quantifiers by doing a true / false biology quiz based on animals. Copy one sheet per pair.

LANGUAGE Quantifiers: each, all, neither, etc. animal vocabulary

 Put SS into pairs and give out the sheets. Focus on instruction a, and on the first picture and letters. Elicit the answer from the class. Then let SS try to figure out the other words. Check answers.

1 toad 2 jellyfish 3 bat 4 bear 5 alligator 6 clam

- Focus on instruction **b** and give SS, in pairs, time to answer the questions. Encourage them to discuss each question before choosing their answers.
- Check answers and see which pair got the most correct answers.
  - 1 T
  - 2 F They all have six legs, but not all insects have wings, e.g., lice, fleas:
  - 3 F All elephants are great swimmers and can swim for up to 29.8 miles, at a speed of up to 1.67mph
  - 4 T-They wouldn't be able to survive the low temperatures.
  - 5 F They have both.
  - 6 T
  - 7 F For example, lizards can regrow their tails, and if you cut a starfish into pieces, each piece will grow into a whole new starfish.
  - 8 T-There are polar bears in Alaska and in Greenland.
  - 9 F Most can see either two or three colors.
- 10 T Most bats aren't able to walk, but vampire bats can both walk and run.
- 11 F Crocodiles have 68-70 teeth and alligators 80-88.
- 12 T
- 13 F Pandas don't hibernate at all.
- 14 F Toads can only hop (take very small jung the state) frogs can jump quite far.
- 15 F They communicate by emitting low-fre sounds that most humans can't hear.

#### Wishes

#### A pairwork activity

SS write about their wishes on a chart. They then exchange charts with a partner and ask each other to explain the information. **This is a two-page activity**. Copy an **A** and **B** page for each pair.

**LANGUAGE** wish + simple past, would / could, or past perfect

- Put SS in pairs, A and B, and give each student their corresponding sheet.
- Focus on a and the instructions for the circles. Point out that they each have different instructions for what to write. Make it clear, too, that SS should just write words in the circles, not sentences with wish, e.g., in A's circle 1, he / she should write: to play the piano NOT I wish I had learned to play the piano.
- Give SS five minutes to write answers in at least seven circles. When they have finished, focus on **b** and **c**, and tell them to fold their sheet in half (or tear off the instructions).
- Now get SS to exchange circles. Demonstrate the activity by taking a copy from one student and asking him / her *Why did you write ...?* and elicit *Because I wish ...* Ask follow-up questions to continue the conversation.
- SS now do the activity in pairs. Tell SS that they can ask about the information in any order. Monitor and help where necessary, correcting any errors SS make using wish.

## 7 B

#### **Guess the sentence**

#### A pairwork activity

SS practice using linkers of contrast and purpose by trying to guess the missing part of their partner's sentences. Copy one sheet per pair and cut into **A** and **B**.

**LANGUAGE** Clauses of contrast and purpose: even though ..., despite ..., so as to ..., etc.

- Put SS in pairs, **A** and **B**, and give out the sheets.
- Demonstrate the activity. Write these two sentences as large as possible on two pieces of paper.

I'm going to the supermarket to buy some eggs because I want to make a cake.

We enjoyed our vacation, even though the weather was bad. Then write them on the board, leaving a blank for the underlined phrases, and get the class to suggest which words could fill in the blanks. Tell them that they have to guess your sentence, i.e., what you have written on a piece of paper. If they guess incorrectly, say *Try again*. When they get the right one, say *That's right*, and show them the piece of paper.

- Focus on the activity and tell SS that half of their sentences have blanks and that where A has a sentence with a blank, B has the complete sentence and vice versa. The aim of the activity is for SS to try and guess the missing phrases. They should continue trying until they say the exact phrase their partner has in his/her complete sentence. Explain that there are often several possibilities, but that SS have to try to say the same sentence that their partner has. Their partner should help and prompt as necessary.
- Give SS a few minutes to read their sentences and try to think of possible phrases to fill their blanks.
- Student A begins by trying to guess the missing phrase in his / her first sentence. Emphasize that when SS make their guesses they should say **the whole sentence**. If it is wrong, B says *Try again* until A gets the right phrase, which he/she writes in the blank.
- Now **B** tries to guess his/her first phrase, and they continue by alternating.
- Find out which phrases SS found hard to guess.

## **7**

#### **Grammar Auction**

#### A class grammar game

SS review the main grammar points of the book by playing a game where, in pairs, they have to bid to try to "buy" correct sentences. Copy one sheet per pair.

#### LANGUAGE General review

- Put SS in pairs. Give each pair the list of 21 sentences. Elicit what an auction is (= a public sale where things are sold to the person who offers the most money). Explain that SS have 1,000 dollars (or another currency they are familiar with). They have a list of sentences, some of which are correct and some incorrect. They have to bid to "buy" as many correct sentences as they can. Bids start at 50 dollars, then 100, then 150, etc. SS must record on their sheet how much they have spent on a sentence in order to calculate how much money they have left. The pair that buys the most correct sentences is the winner.
- Start with the first sentence and invite bids. Make the activity more fun by using the typical language of an auctioneer, e.g., How much am I offered for this fantastic sentence? 50 dollars, 100? Do I hear 150? Going, going, gone to Mark and Andrea for 150 dollars.
- When you have "sold" all the sentences, go through each one eliciting whether it is correct or not and what the mistake is. Then find out who bought the most correct sentences.

1/	11 X He couldn't have
2 🗡 Her name's Marta,	seen you or he
isn't it?	would have said
3 4	hello.
4 X She has beautiful long	12 🗡 It looks as if it's
dark hair.	going to rain.
5 🗸	13 X We'd better go now.
6 ✗ She's a wonderful	14 /
student, and she	15 🗸
works hard.	16 🗸
7 X The missing man is	17 X I need to buy some
thought to be from	new furniture for
Boston.	my living room.
8 🗸	18 🗸
9 🗸	19 X I wish I had more
10 X I would have enjoyed	free time!
the movie more if it	20 🗸
hadn't had subtitles.	21 🗸



#### Review

## Questions to review vocabulary, verb forms, and tenses

SS ask each other questions about the main vocabulary areas from *American English File 4* using a range of tenses and verb forms from Files 1–7. This could be used as a final "pre-test" review. Alternatively, it could be used as an oral exam. Copy and cut up one set of cards per pair.

#### LANGUAGE Grammar and vocabulary of the book

• SS work in pairs. Give each pair a set of cards. Set a time limit, e.g., ten minutes. SS take turns taking a card and talking to their partner about the topic on the card using the prompts. Encourage SS to ask follow-up questions. Monitor, help, and correct.

a In pairs, do the names quiz.

1	"What's in a name?" is a quotation from which S a Hamlet <b>b</b> Romeo and Juliet <b>c</b> Other		espeare play?	
2	"Tom" is short for Thomas. What are these name a Kate b Bill c Dick d Bob	es sh e Sa	<u>.</u> .	
3	Parents often name their children after celebrities characters. Who do you think might have inspire a Harry b Keira c Bradley d Rees	d th		
4	Match the celebrity couples to their children:			
	Gwyneth Paltrow and Chris Martin	а	Romeo (M)	an l
	Angelina Jolie and Brad Pitt	b	Suri (F)	
	Victoria and David Beckham	C	Apple (F)	
	Katie Holmes and Tom Cruise	d	Shiloh (F)	O CARRELL OF

- **b** Talk to a partner. Do you think the following are true or false?
  - 1 Your name doesn't have any influence on how happy you are.
  - 2 Your name could prevent you from getting a job.
  - 3 People with attractive names work harder than people with unattractive ones.
  - 4 An actor called Norman might want to change his name.
  - 5 Being named after a celebrity probably makes you more popular when you are a teenager.
- Read the article and check. Do you agree with what it says?

#### What's in a name?

"What's in a name?" asked Shakespeare's Juliet. "A rose by any other name would smell as sweet ...," that is to say, the name of a person is irrelevant. However, research by psychologists suggests that our names can have a direct effect on our happiness.

Having a popular name, it seems, can make other people think you are intelligent and attractive even before they have met you. This is because, according to psychologist Dr. Philip Erwin, people associate a particular name with a stereotyped image. However, having an unpopular name can have the opposite effect. "It can even affect your employment prospects," says Dr. Erwin. "The first thing employers read is your name on your résumé, which may immediately create a negative stereotype in their mind."

As a result, people with less attractive names tend to work harder to get by in life. According to Dr. Erwin's research, students with unpopular old-fashioned names did significantly better in exams. This suggested that they were aware they had an unattractive name and were working harder to overcome negative attitudes. Names

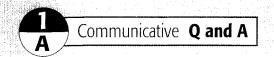
considered to be less attractive were, for example, Norman, Ronald, and Albert for men, and Gillian, Pauline, or Agnes for women. Actors and pop stars certainly seem to take this into account, and they often change the name they were born with for a more glamorous stage name. Elton John, for example, was born Reginald Dwight.

In the last two decades there has been a definite tendency both in the US and the UK for parents to choose unusual names or to name their child after a celebrity. But the question is, will these names still be considered attractive when the children grow up? "When I was at school, there was no one in my class with the same name as me," says 30-year-old Farrah Stephens, who was named after the Charlie's Angels actress, Farrah Fawcett-Majors. "By the time I was 15, everybody had forgotten about the actress, and I was left with this really stupid name. In the end I decided to use my middle name."

Dr. Erwin's advice is: "Choose names for your children that they will be happy with in 20 years' time, and choose a middle name in case your child doesn't like the first one."

- d Talk to your partner.
- What's your first name? Do you have any others?
- Do you like your first name? Why (not)?
- Do you know why your parents chose it?
- Do you have a nickname?

- Do people have a stereotype that they associate with your name?
- Do you think your name has had an effect on your life?
- Would you like to change your name?



a R	Reorder the words to make the questions.	A
1	languages / you / me / any / Could / other / speak / if / you / tell / ?	
2	you / your / How / weekends / spend / do /?	
3	vacation / idea / of / What's / a / perfect / your / ?	
4	family / you / Do / a / from / big / come / ?	
5	food / of / kind / you / like / What / don't /?	
6	ever / country / you / Have / been / an / to / English-speaking / ?	
7	want / when / were / you / What / a / child / be / to / you / did /?	
8	for / Internet / What / you / the / use / do /?	
9	restaurant / kind / things / a / of / What / annoy / you / in /?	
10	bought / Do / shoes / you / where / mind / me / you / those / telling / ?	
11	first / Can / plane / by / remember / the / you / traveled / you / time /?	
12	car / listening / What / in / do / like / to / the / music / you /?	
a R	Reorder the words to make the questions.	_
<b>a</b> R	Reorder the words to make the questions.	В
	Reorder the words to make the questions.  time / last / you / Can / DVD / the / you / remember / bought / a /?	В
1	Reorder the words to make the questions.  time / last / you / Can / DVD / the / you / remember / bought / a / ?  would / your / be / ideal / What / evening / ?	В
1 2	Reorder the words to make the questions.  time / last / you / Can / DVD / the / you / remember / bought / a /?  would / your / be / ideal / What / evening /?  things / you / kind / of / at / good / What / are /?	В
1 2 3	Reorder the words to make the questions.  time / last / you / Can / DVD / the / you / remember / bought / a /?  would / your / be / ideal / What / evening /?  things / you / kind / of / at / good / What / are /?	В
1 2 3 4	Reorder the words to make the questions.  time / last / you / Can / DVD / the / you / remember / bought / a / ?  would / your / be / ideal / What / evening / ?  things / you / kind / of / at / good / What / are / ?  like / you / don't / What / about / you / live / where / ?	B
1 2 3 4 5	Reorder the words to make the questions.  time / last / you / Can / DVD / the / you / remember / bought / a / ?  would / your / be / ideal / What / evening / ?  things / you / kind / of / at / good / What / are / ?  like / you / don't / What / about / you / live / where / ?  made / you / learn / want / What / to / English / ?	B
1 2 3 4 5 6	Reorder the words to make the questions.  time / last / you / Can / DVD / the / you / remember / bought / a /?  would / your / be / ideal / What / evening /?  things / you / kind / of / at / good / What / are /?  like / you / don't / What / about / you / live / where /?  made / you / learn / want / What / to / English /?  you / were / What / yesterday / doing / this / time /?	B
1 2 3 4 5 6 7	Reorder the words to make the questions.  time / last / you / Can / DVD / the / you / remember / bought / a / ?	B
1 2 3 4 5 6 7 8	Reorder the words to make the questions.  time / last / you / Can / DVD / the / you / remember / bought / a / ?	B
1 2 3 4 5 6 7 8	Reorder the words to make the questions.  time / last / you / Can / DVD / the / you / remember / bought / a / ?	B
1 2 3 4 5 6 7 8 9	Reorder the words to make the questions.  time / last / you / Can / DVD / the / you / remember / bought / a /?  would / your / be / ideal / What / evening /?  things / you / kind / of / at / good / What / are /?  like / you / don't / What / about / you / live / where /?  made / you / learn / want / What / to / English /?  you / were / What / yesterday / doing / this / time /?  school / you / long / know / open / how / Do / this / has / been /?  to / a / country / like / you / in / Would / go / and / foreign / live /?  broken / you / your / or / ever / Have / arm / leg /?  afraid / Would / me / of / telling / you / what / are / you / mind /?	B



## The story

It's a beautiful summer day, and you decide to go for a long walk. After a short while you reach a forest, and you decide to walk through it.



## Describe the forest in as much detail as you can.

- · Is it dark or light?
- Is it beautiful or scary?
- What are the trees like?
- What else can you see?
- How does the forest make you feel?

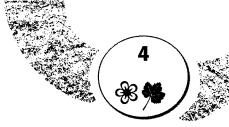


You continue walking and go deeper into the forest. Suddenly you see a bear. **Describe the bear in as much detail as you can.** 

- · How big is it?
- Is it friendly or unfriendly?
- · What does the bear do? What do you do?



- much detail as you can.
- What style is it?
- Is it light or dark?
- · How many bedrooms are there?
- Is there a fence? If yes, what is it like?



You continue walking and come to a gate. You open the gate and find yourself in a garden. Describe the garden in as much detail as you can.

- · Is it wild or neat?
- · Is it well taken care of or abandoned?
- What's in it?



You come out of the garden. To your right, you see a very high wall. **Describe the wall in as much detail as you can.** 

- Can you hear anything behind it? If yes, what?
- · How does it make you feel?

## The interpretation

- 1 The forest = how you see your life right now, e.g., the darker and scarier the forest is, the more negative you feel about life right now.
- 2 The house = how you see yourself, e.g., the lighter the house, the more optimistic and positive your personality. The number of bedrooms = the number of people you want close to you in your life. No fence = open-minded and outgoing.
- 3 The bear = your attitude to love and relationships. The smaller and friendlier the bear, the more affectionate you are and the more positive you feel about love. Running away from the bear = you are frightened of commitment.
- 4 **The garden** = how you see your country at the moment. The more well-kept and bright the garden, the more positive your view about your country.
- 5 The wall = the way you see the afterlife (i.e., life after death). If you hear happy voices singing behind the wall, you have an optimistic view of the afterlife.

## A Role play 1

You're a family doctor. B is your patient. You're new to this doctor's office and so you haven't met him / her before. When you meet a new patient, you like to find out as much as you can about them. Although you're in favor of traditional medicine, too, you've recently become very interested in alternative medicine like acupuncture and massage. You think that some conditions can be better treated using alternative medicine, e.g., acupuncture for people with phobias or weight problems.

- Find out as much information as you can about the patient e.g., age, job, family life, previous illnesses, operations.
- Ask the reason for today's visit. Find out how long he/she's had this problem.
- You don't like the medicine the patient usually takes, Calmozene. You prefer a natural one called Tranquil.

B will start.

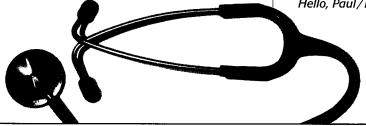
## Role play 2

You're a patient. B is your family doctor. You know your doctor very well, and you think that he/she likes you. That's why you call him/her by his/her first name (Paul/Paula) and not Dr. Woods.

- Today you've made an appointment with the doctor because you have some very strange symptoms (what are they?), and you are convinced that you have a problem with your heart. You want the doctor to take you seriously and confirm your suspicions!
- Explain all your symptoms to the doctor.
- Ask the doctor to take your blood pressure and temperature.
- Tell him/her that you would like to see a specialist. Be prepared to argue with him/her if necessary.

You start the conversation.

Hello, Paul/Paula. How are you?



## B Role play 1

You're a patient. A is your family doctor. You haven't been to the doctor for awhile, so you're quite surprised to see that you have a new family doctor. You had known the previous doctor all your life. He knew all about your fear of flying and was very sympathetic to the problem. He also knew about your fear of needles and injections. You're going on vacation next week — by plane. Your old doctor always prescribed Calmozene, a pill which relaxes you when you fly. If you take two before the plane takes off, you simply fall asleep and don't feel afraid. You know what you want — Calmozene! If you don't get it, you can't go on vacation. You don't have a lot of confidence in alternative medicine!

- Answer any questions the doctor asks you about your age, job, family life, previous illnesses, or operations. Explain the reasons for today's visit.
- Ask the doctor to prescribe Calmozene and explain why you need it
- Only accept an alternative form of treatment that you feel completely happy with.

#### You start the conversation.

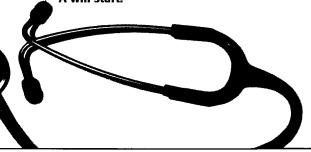
Good morning, doctor. You're new, aren't you?

## Role play 2

You're a family doctor. A is your patient. You've been working for seven hours and you're very tired. Your last patient is a man/woman who comes to see you very often, always with a different problem. You think he/she might be a hypochondriac. For some reason, this patient always calls you by your first name. You hate that!

- Ask him/her not to call you by your first name. Ask him/her to call you Dr. Woods.
- Ask what his/her symptoms are (this week) and how long he/she has had them.
- Give your diagnosis (a virus) and refuse to send him/her to a specialist.
- Prescribe some painkillers.

A will start.



#### Α

Describe your picture to **B**. Find 12 differences. Mark the differences on your picture.



В

Describe your picture to A. Find 12 differences. Mark the differences on your picture.



#### A time you met (or were very close to) a celebrity

- Where were you? Who were you with? What had you been doing?
- Who was the celebrity? What was he/she doing there? What did he/she look like?
- Did you talk to him / her at all? What about?
- Did he/she seem different in any way in real life?



#### A time when your parents were very angry with you about something

- How old were you? What had you been doing? Who with?
- How did your parents find out?
- M Did they punish you? How?



#### A time when you had a really great birthday

- How old were you? Where were you?
- Who was celebrating with you?
- Why was the birthday so great?
- How did it end?



#### A time when you read something in your horoscope and it came true

- Where did you read it? What did it say?
- How much later did it come true? What exactly happened?
- Had anything like this ever happened before?
- Do you still read your horoscope regularly?



## **important** What were you supposed to be

A time when you overslept

and missed something

- doing?
- Had you gone to bed very late the night before? Why?
- Mad you set an alarm clock?
- How late did you wake up? What did you do?
- What happened in the end?



#### An important exam or test you failed

- When did you take it?
- What kind of exam/test was it?
- Had you studied before you took it?
- How did you feel on the day of the exam/test?
- Were a lot of people taking it at the same time as you?
- How did you find out that you had failed? Were you surprised?



#### A time when you lost something important

- What was it? When?
- What had you been doing when you realized you had lost it?
- How did you find out you'd lost it? How did you feel?
- What action did you take?
- Did you ever find it again?
- Did losing it cause you any problems?



### A time you won something

- What was it?
- When? Where? How old were you?
- Were you expecting to win?
- How did you feel when you realized you'd won?
- Did you celebrate? What did you do?



#### A family vacation you didn't enjoy

- Where/When was it? Who went?
- Had you been there before?
- What did you do there?
- Why didn't you enjoy it?





1 \_\_\_\_\_, I didn't pass my driving test.

A

	2	Could you speak more slowly? I don't understand what you're saying.
	3	I hope you get better
	4	I used to drink a lot of coffee, but lately I've started drinking tea.
	5	We missed the beginning of the movie, but we got there just in time.
	6	I never eat meat because I'm a vegetarian.
	7	Living alone isn't easy, it can be difficult at times.
	8	Ideally, we're looking for someone between 18 and 20 to do the job.
	9	She looks quite arrogant, but she's very friendly.
	10	I'm so tired I can hardly keep my eyes open.
	11	The vet picked up the injured dog and put it on the table.
	12	Your room is a terrible mess. Go and clean it immediately!
	13	She'll pass her driving test. She's had many lessons.
	14	It was a very bad accident, but luckily no one was hurt.
	15	He's good-looking. Is he a model?
	<b>I6</b>	I love all kinds of foreign food, especially Vietnamese. That's my favorite.
	17	She doesn't have any money, and she's had to sell her car.
	18	Hiro looks exhausted, doesn't he? He's been working too hard recently.
В	1	Unfortunately, I didn't pass my driving test.
	2	Could you speak more? I don't understand what you're saying.
	3	I hope you get better soon.
	4	I used to drink a lot of coffee, but I've started drinking tea.
	5	We nearly missed the beginning of the movie, but we got there just in time.
	6	I eat meat because I'm a vegetarian.
	7	Living alone isn't easy. In fact, it can be difficult at times.
	8	, we're looking for someone between 18 and 20 to do the job.
	9	She looks quite arrogant, but actually she's very friendly.
	10	I'm so tired I can keep my eyes open.
	11	The vet picked up the injured dog carefully and put it on the table.
	12	Your room is a terrible mess. Go and clean it!
	13	She'll definitely pass her driving test. She's had many lessons.
	14	It was a very bad accident, but no one was hurt.
	15	He's incredibly good-looking. Is he a model?
	16	I love all kinds of foreign food, Vietnamese. That's my favorite.
	17	She doesn't have any money, and she's even had to sell her car.
	18	Hiro looks exhausted, doesn't he? He's been working too recently.



- A Read about five laws in different countries. Two are true and three are false.
  - **b** Tell **B** about each law, using your own words. Then discuss each one together and decide whether you think it's true or false.
  - C Listen to B's laws and say whether you think they're true or false.

#### Things you probably didn't know about the law in ...

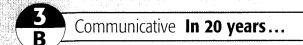
- 1 Singapore If you are caught throwing out trash on three different occasions, you could get a very embarrassing sentence. You could be arrested and sentenced to cleaning the streets on Sundays. While you are cleaning, you have to wear a bright yellow jacket.
- 2 Bolivia Kidnapping is considered to be a very serious crime in this South American country. However, if you are found guilty of this crime, the length of your prison sentence will vary depending on whether the person you kidnapped was a male or female. A kidnapper will get a much longer prison sentence if the victim is a woman.
- **3** The USA The Sonoran Desert in Arizona and California is the only place on the planet where the Saguaro cactus grows. Cutting down one of these plants without a special permit is considered an act of vandalism under Arizona law, and you could be heavily fined if you're found guilty.
- **4 Brazil** If a man is caught wearing a skirt in this country, he can be charged with immoral conduct and fined. However, if this crime is committed at Carnival time, then the police usually turn a blind eye (= pretend they haven't seen you).
- **5** The Netherlands The Dutch are a nation of dog lovers. If you are a dog owner, and you commit a crime and are sentenced to go to prison, you do not need to worry about what will happen to your pet in your absence. The dog will be looked after by the state until you are released from prison.
- **B** a Read about five laws in different countries. **Two** are true and **three** are false.
  - **b** Tell **A** about each law, using your own words. Then discuss each one together and decide whether you think it's true or false.
  - C Listen to A's laws and say whether you think they're true or false.

#### Things you probably didn't know about the law in...

- 1 France The French are well known for being very protective of their language and culture. Under French law, at least 35% of music on the radio must be by French artists. Any radio station not obeying this law could be investigated, charged, and fined.
- 2 Japan One of the most popular presents for children is a robot pet, e.g., a robot dog. As these "pets" have artificial intelligence and behave like real animals, they are included in the Animal Protection Laws, and it is a crime to damage or mistreat one. If you are caught doing this, you may be banned from ever owning a pet again, either real or robot.

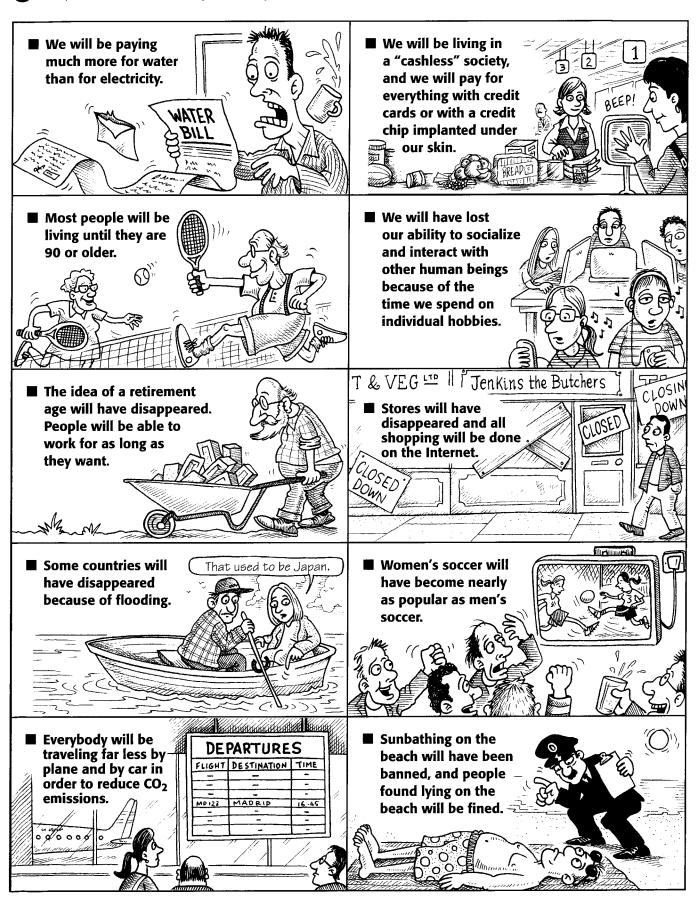


- **3 Switzerland** Many Swiss people live in apartment buildings and each building has a president who is responsible for the smooth running of this building. If you visit this country and stay in an apartment, be careful! If you need to go to the bathroom after 10:00 p.m., it's illegal to flush the toilet. If another neighbor hears you flushing, he or she can report you to the president of the building and you may even be fined by the police.
- **4 Scotland** In England, if someone has been charged with a crime and has to go to court, he or she is considered innocent until proven guilty. However in Scotland, the opposite is true a suspect is considered guilty until proven innocent.
- **5 England** One of the best ways to travel around London is on the Tube (the London Underground). But have you ever noticed that nobody ever whistles? This is because although you can read a book or talk to a friend while you're traveling, it is against the law to whistle. If a London Underground employee hears you, you could be reported to the police and even charged.

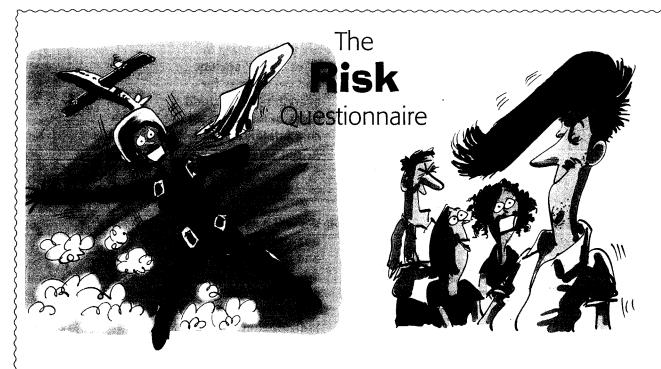


Discuss each prediction with a partner.

- a Do you think it will be true 20 years from now?
- **b** Do you think it will be a good thing? Why/Why not?

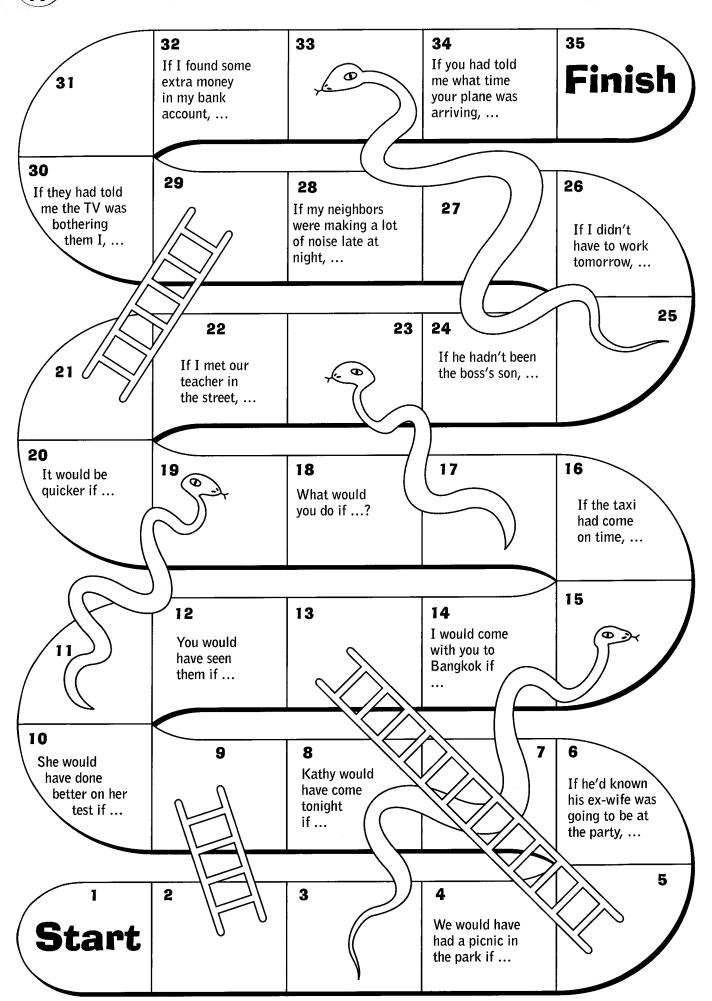


- a Interview your partner using the Risk Questionnaire. Ask for more information.
- **b** In general, do you think your partner is a risk-taker? Why/Why not?



- 1 Would you skydive for charity?
- 2 Have you ever been out with someone you met on the Internet? Would you do it?
- **3** Would you try to cheat on a test if you knew you weren't well prepared for it?
- 4 If you had missed the last bus home, would you consider hitchhiking?
- 5 If you fell in love with a person who lived in another country, would you move with him/her to that country?
- 6 Would you ever buy a used car or motorcycle on eBay™?
- 7 Would you go on vacation to a foreign country by yourself?
- 8 If you found some food in your fridge that was a couple days past its expiration date, would you still eat it?
- **9** Do you start studying as soon as you know you have a test coming up, or do you leave your studying until the night before?

- **10** Would you drastically change your hair color or hair cut? Have you ever done it?
- 11 Would you still sunbathe if you arrived at the beach without any sunscreen?
- 12 If there were a job you really wanted, would you lie about your experience or qualifications at the interview?
- 13 If you have a flight to catch, do you give yourself plenty of time or do you leave at the last possible moment?
- 14 Do you always put on your seat belt in the car? Do you wear a helmet on a bike/motorcycle?
- 15 Would you lend a lot of money to a very close friend?
- 16 When you are abroad, do you tend to try foreign dishes that you haven't had before?
- 17 Would you fly with a discount airline that you had never heard of?
- 18 Do you ever drive more than 20 miles per hour over the speed limit?





You're **Emma** and you've been together with your husband, Mark, for five years. There are several things you've been wanting to talk to him about.

- 1 The baby You had a baby daughter you both wanted 11 months ago. Since then, you've felt incredibly tired (it's always you who gets up at night when she cries), and you seem to be doing everything related to the baby. Mark does nothing. You want Mark to help you more with the baby, but the only problem is that he doesn't know how to do anything!
- **2 Your mother** Your mother (a widow) lives in the same city, and she visits you most afternoons and on weekends. She's great company and you love her visits. She also helps you a lot with the baby. Recently you've noticed that Mark isn't as friendly to your mother as he used to be.

- **3 Money** Before having the baby, you had a well-paid job. You think a baby should be with its mother until it is at least three years old. You definitely don't want to go back to work, but Mark's salary isn't enough. He only works seven hours a day at a bank, so maybe he could work longer and earn more money.
- **4 His Internet obsession** Mark loves his computer! The computer is in the study and Mark spends hours there when he comes home from work. Why doesn't he sit and talk to you or watch TV with you? You've heard a lot about Internet dating, Could Mark have a cyber girlfriend?

# Tonight after dinner talk to Mark about these problems and try to reach an agreement. Keep calm and don't lose your temper.

- Try to get Mark to agree to help you more with the baby.
- Find out what the problem is with Mark and your mother.
- Try to persuade Mark to work some overtime.
- Try to persuade Mark to spend less time on the computer in the evening.



You're **Mark** and you've been together with your wife, Emma, for five years. There are several things you've been wanting to talk to her about:

- 1 The baby You had a baby daughter you both wanted 11 months ago. Emma's completely obsessed with the baby, and you've felt ignored since she was born. If you try to feed the baby, give her a bath, or dress her, Emma always says that you are doing it wrong! Now, you just don't try and help her at all. You know when you're not wanted!
- **2 Your mother-in-law** Emma's mother (a widow) lives in the same city. Your mother-in-law is always at your house in the evenings, and on weekends, too. When you get home, you just want to relax, but you can't if your mother-in-law's there! Also, she's incredibly bossy. She doesn't let you do anything with the baby, either.

- **3 Work and money** Before having the baby, Emma used to have a well-paid job. When she had the baby, you both agreed that it would be better for her to stay at home until the baby was at least three years old. But it's impossible for you to live on just your salary. You think that Emma will have to go back to work as soon as possible.
- **4 Your computer hobby** You often go to the study and use the computer in the evenings. You need some time to yourself to relax after working all day and to escape from your mother-in-law. You enjoy "chatting" with the friends you've made on the Internet none of them are women. Recently Emma has been getting very angry about you spending time on the computer.

# Tonight after dinner talk to Emma about these problems and try to reach an agreement. Keep calm and don't lose your temper.

- Try and convince Emma to let you do more with the baby.
- Suggest to Emma that her mother could visit less often. Be careful! She's very sensitive about this subject.
- Try to persuade Emma to go back to work.
- Explain your reasons for wanting to use the computer in the evening.

#### 1 flamenco

It's a kind of music. It sounds ...

It sounds like ..



#### 2 velvet

It's a material.

It feels ...



#### 3 cauliflower

It's a vegetable.
It tastes ...
It smells ...



## 4 roast turkey

It's something you eat.
It tastes like ...



### 5 dirty socks

You have worn them. They smell ...
They smell like ...



## 6 a panda

It's a kind of animal.
It looks like ...



#### 7 an elevator

It's a kind of machine.
It looks like ...



### 8 vinegar

It's a liquid. It tastes/smells... It tastes/smells like ...



## 9 chili peppers

They're a kind of vegetable.
They taste ...



### 10 a dentist's drill

It's a machine
It sounds ...



## 11 a mosquito

It's an insect.
It sounds like ...



## 12 a teddy bear

It's a toy.
It feels ...
It looks like ...



## 13 an open fire

It's something in a house. It makes you feel ...
It smells ...



## 14 the Mona Lisa

It's a woman.
She looks ...
She looks as if ...



## 15 a grapefruit

It's a fruit. It looks like ... It tastes ...



## 16 the Statue of Liberty

It's a New York City tourist attraction.
It looks like ...



## 17 yogurt

It's a kind of food.
It looks like...
It tastes ...



## 18 gasoline

It's a liquid.
It looks like ...
It smells ...



a (	Complete the verb column with the correct form of the verbs in parentheses.	
_	Ask your partner the questions in <b>a</b> .	
<b>.</b>	ion your partiter the questions in <b>u</b> .	VERB
1	Do you remember your best friend for the first time? (meet)	
2	2 Did your parents let you in the street when you were young? (play)	
3	What kind of things do you tend about? (worry)	
4	When did you learn ? (drive)	
5	What's the next thing you really need ? (buy)	
6	6 Have you ever tried a winter sport, such as skiing or ice skating? (learn)	
7	Would you avoid to a party if you knew your ex-partner was going? (go)	
8		
9		
10		_
11	Would you agree a friend's dog for the weekend? (take care of)	
	Can you imagine speak English totally fluently? (be able to)	)
C	Complete the verb column with the correct form of the verbs in parentheses.	
) A	sk your partner the questions in <b>a</b> .	
,	, and fine and addressed in the	VERB
1	Are there any programs you really can't stand on TV? (watch)	
2	Do you always remember your cell phone? (charge)	
3	Do you think you'll keep on English here next year? (study)	
4	What is there that you would really like to have but can't afford ? (buy)	
5	Would you rather a movie at the theater or on DVD? (watch)	
6	Who taught you ? (swim)	
7	Is there anything at your home that needs ? (repair)	
8	Have you ever tried something but then given up? (learn)	_
9	Would you or your family manage without a car? (live)	
	The state of the s	
10	What can you do to practice English outside the class? (speak)	



#### A

Choose questions to ask your partner. Ask for more information.



Do you usually ...?

Did you use to ...?

Do you think you could get used to ...?

- 1 (always work) at night?
- <sup>2</sup> (behave) well in elementary school?
- <sup>3</sup> (hate) any particular food when you were a child?
- <sup>4</sup> (have) a favorite toy?
- <sup>5</sup> (take) a nap after lunch?
- <sup>6</sup> (have) breakfast in the mornings?
- <sup>7</sup> (live) in the UK or the US?
- 8 (remember) your friends' birthdays?
- <sup>9</sup> (not eat) any sweet things?
- 10 (prefer) playing indoors or outdoors when you were a child?
- 11 (read) a daily newspaper or news website?
- 12 (live) without your cell phone?

B

Choose questions to ask your partner. Ask for more information.



Do you usually ...?

Did you use to ...?

Do you think you could get used to ...?

- 1 (celebrate) your birthday?
- <sup>2</sup> (cheat) in exams?
- <sup>3</sup> (download) movies from the Internet?
- 4 (drive) on the opposite side of the road?
- <sup>5</sup> (fight) with your brothers and sisters when you were a child?
- 6 (get up) as soon as you wake up?
- <sup>7</sup> (go) to the hair salon more than once a month?
- 8 (live) without credit cards?
- <sup>9</sup> (have) a favorite TV program when you were a child?
- 10 (keep) a diary when you were younger?
- 11 (have) lunch at home?
- 12 (not have) Internet access?

# C Communicative Reporting verbs game

Now change the sentences B dictated to you into reported speech. Use a reporting verb from the admitted advised insisted on offered recommended refused reminded suggest  1 The little girl	Dictate these sentence 1 Sorry I'm late. 2 I didn't break the 3 I'll love you foreve 4 Don't walk on you	vase! er. ır own at night.	5 6 7 8	I was sorry You ate all t We'll kill yo	like to come to I didn't buy th he cookies! u if you don't g	e jacket.
admitted advised insisted on offered recommended refused reminded suggest  1 The little girl  2 The teacher them  3 The boy  4 A young man with my suitcase.  5 His friend him  6 Anya a Chinese restaurant.  7 My brother dinner.  8 He the Empire State Building.  A will dictate eight sentences to A.  1 I won't eat the cabbage! 5 I think you should go to the doctor.  2 Remember to bring your dictionary to class. 6 Let's go to a Chinese restaurant tonigh  3 I broke the window. 7 I'm going to pay for dinner. It's my turn  4 I'll help you with your suitcase. 8 You must see the Empire State Building.  Now change the sentences A dictated to you into reported speech. Use a reporting verb from the accused apologized denied invited promised regretted threatened warned  1 The teacher  2 Jane  3 The bride her husband forever.					a renorting w	erh from the l
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7 She \_\_\_\_\_\_ her brother \_\_\_\_\_\_.

8 The robbers \_\_\_\_\_\_ if I didn't give them the money.



### Communicative **Test your general knowledge**

- **a** Complete the quiz with *a*, *an*, *the*, or (no article).
- **1** In pairs, see how many questions you can answer.

1 Which planet is nearest to \_\_\_\_ sun?

2 What type of fruit is \_\_\_\_ cantaloupe?

3 How many states are there in \_\_\_\_ USA?

4 In which sea can you find \_\_\_\_ Balearic Islands?

5 Who are more numerous in the world, \_\_\_\_ men or

\_\_\_ women ?

**6** Which animal was \_\_\_\_ symbol of \_\_\_\_ 1988 Olympic Games in Seoul, Korea?

**7** How many parts are there in \_\_\_\_ cow's stomach?

**8** What is \_\_\_\_ 40% of 40?

**9** What letter is on \_\_\_\_ right of \_\_\_\_ "B" on a keyboard?

**10** What was \_\_\_\_ name of \_\_\_\_ Tarzan's monkey?

11 What country is \_\_\_\_ Lake Como in?

**12** What's \_\_\_\_ highest mountain in \_\_\_\_ Himalayas?

13 How many strings does \_\_\_\_ bass guitar have?

14 Who was \_\_\_\_ second person to walk on \_\_\_\_ moon?

**15** How many players can be on the court on

\_\_\_\_ volleyball team?

**16** What is \_\_\_\_ fourth sign of \_\_\_\_ zodiac?

17 Which nation first gave \_\_\_\_ women \_\_\_\_ right to vote?

**18** Which animals were domesticated first, \_\_\_\_ cats or

\_\_\_ dogs?

19 Which European country hasn't fought in \_\_\_\_ war

since \_\_\_\_ 1815?

20 What is \_\_\_\_ largest man-made structure on Earth?

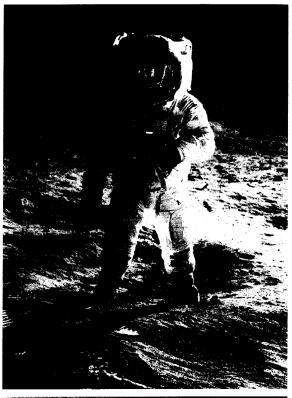
21 What vegetable is \_\_\_\_ vodka often made from?

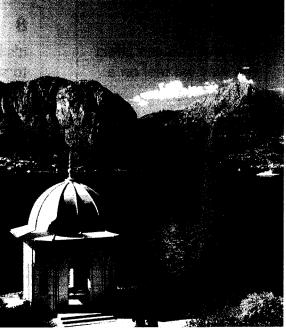
**22** Is \_\_\_\_ spider \_\_\_\_ insect?

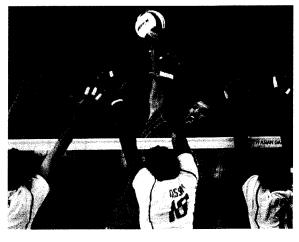
23 What color is \_\_\_\_ black box on \_\_\_\_ plane?

24 What's \_\_\_\_ sacred river in \_\_\_ India called?

25 Which travels faster, \_\_\_\_ light or \_\_\_\_ sound?









Nowadays it's perfectly acceptable to wear jeans in all situations.

#### 2

People should pay extra for all the luggage they check in on flights.

#### 3

The best place to find accurate information about something is on the Internet.

#### 4

All high school students should have to study politics.

#### 5

Having good health is more important than having a lot of money.

#### 6

When you need advice, your family is usually more helpful than your friends.

#### 7

The weather can affect the way we feel on a specific day.

#### 8

It's hard for a student to see any kind of progress when they get to a certain level of English.

#### 9

A person studying a foreign language doesn't need to do any homework. Going to class is enough.

### 10

You can't be good at sports unless you have the right equipment.

#### 11

It's impossible to get an unbiased view of what is happening in the world from the news on TV. Newspapers are far more objective.

#### 12

Luck is something you're born with. Some people are just "naturally" lucky.

#### 13

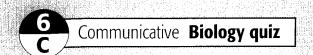
People's manners are much worse nowadays than they were 50 years ago.

### 14

The clothes you wear are a reflection of what you're like as a person.

## 15

Traffic should be banned from all city centers. Only public transportation, bikes, and pedestrians should be allowed in them.



a Reorder the letters to name the animals.







fsilyjlhe \_\_\_\_\_









raeb

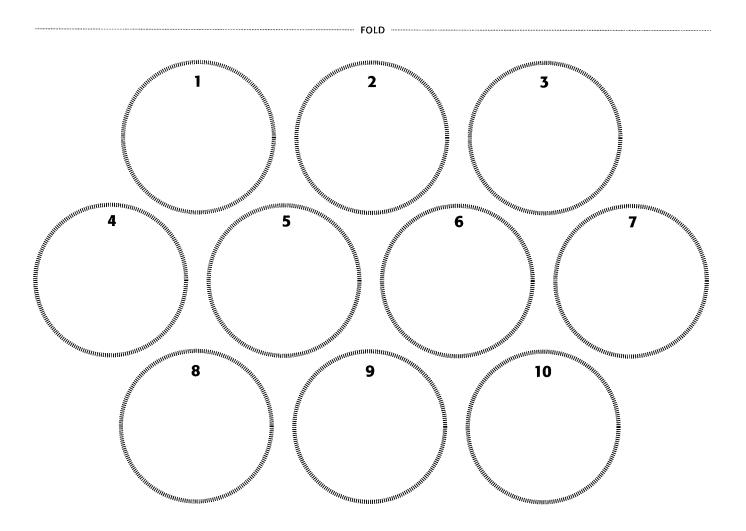
ratliaglo \_\_\_\_\_

mlac \_\_\_\_\_

- **b** Look at the sentences. In pairs, decide if the sentences are true or false. You get one point for each correct answer.
  - 1 **Every** animal belonging to the reptile family has cold blood.
  - 2 All insects have six legs and wings.
  - 3 **Neither** African **nor** Indian elephants can swim.
  - 4 There are **no** snakes in Iceland.
  - 5 Jellyfish don't have **either** a mouth **or** a sense of smell.
  - 6 All clams start as males and then some decide to become females at some point in their lives.
  - 7 No animals can regrow any part of their bodies.
  - 8 Polar bears can live **both** in the US and Greenland.
  - 9 All monkeys are color blind.
  - 10 No bats can walk, because their leg bones are too thin.
  - 11 Both crocodiles and alligators have the same number of teeth.
  - 12 **Few** wild birds live for more than a year.
  - 13 All bears hibernate every winter.
  - 14 Both toads and frogs can jump well, but toads can jump higher.
  - 15 Giraffes do not have **any** vocal chords. They **all** communicate with their tails.

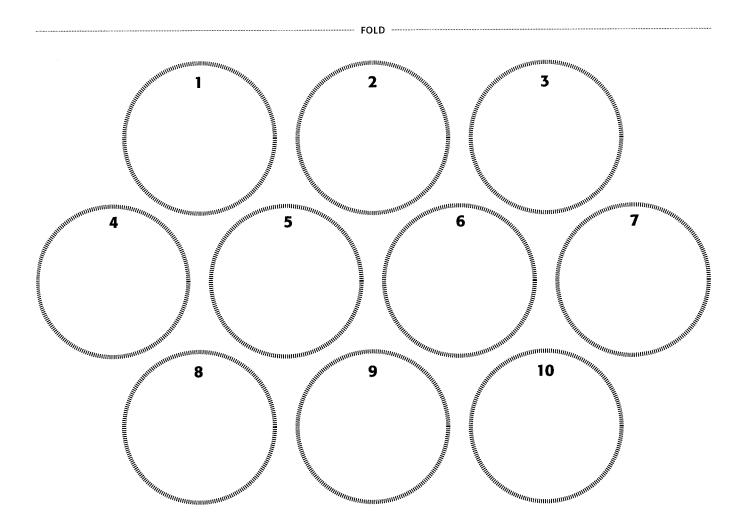
#### A

- a Write something in at least seven of your circles.
  - In circle 1, write something you wish you had learned to do when you were younger.
  - In circle 2, write something annoying you wish someone in your family wouldn't do.
  - In circle 3, write something you wish you hadn't bought recently.
  - In circle 4, write something you wish you could change about your personality.
  - In circle 5, write the name of a famous person you wish you could meet.
  - In circle 6, write the name of a language you wish you could speak.
  - In circle 7, write somewhere you wish you could go on vacation.
  - In circle 8, write something you wish you had more of.
  - In circle 9, write an activity you wish you didn't have to do in your English class.
  - In circle 10, write the name of a movie you wish you had seen at the theater (not on DVD).
- **b** Give your sheet to **B**. He/She will ask you to explain what you have written.
- Ask B to explain what he / she has written.



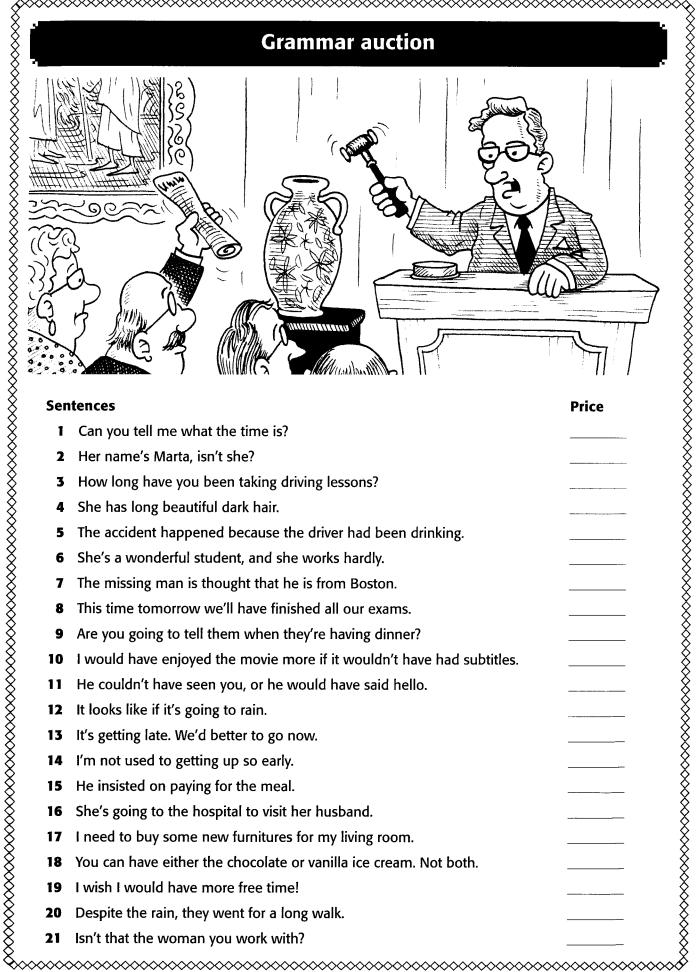
B

- a Write something in at least seven of your circles.
  - In circle 1, write something you wish you could do more often.
  - In circle 2, write something in modern life you wish hadn't been invented or discovered.
  - In circle 3, write an activity you wish you could be better at.
  - In circle 4, write the name of a person you wish you could see more often.
  - In circle 5, write something you wish you could eat/drink less of.
  - In circle 6, write the name of a singer/pop group you wish you had seen in concert.
  - In circle 7, write something you wish people wouldn't do in the movie theater.
  - In circle 8, write something you wish someone would do to improve your city/ town.
  - In circle 9, write something you wish you had done when you were younger.
  - In circle 10, write a name you wish your parents had called you.
- **b** Give your sheet to **A**. He/She will ask you to explain what you have written.
- Ask A to explain what he / she has written.



A		
1	Even though	, he isn't very generous.
2	Despite going on a diet, he's st	till a little bit overweight.
3	Despite the fact that he's	, he's had two accidents this year.
4	I felt so stressed that I went to	a spa for a massage.
5	You should turn off your TV a	and DVD player at night so as to
6	In spite of the fact that he does	sn't speak English, he still found a good job.
7	I'm going to work late tonight	t so that tomorrow.
8	I'm saving up to buy a new car.	r. The one I have now is ten years old.
9	Cats make great pets, althoug	gh personally
10	She took a taxi so as to be on t	time for her first day at work.
11	My sister went to New York fo	or with an American company
12	You need to go to the US for a	month so that you can practice your English.
13	I'm in spit	ite of knowing that it's safer than driving.
14	My mom looks as if she's in her	er forties even though she's in her sixties.
B	Even though he's rich he isn't w	work ganaralis
1	Even though he's rich, he isn't v	very generous.
2	Despite, h	ne's still a little bit overweight.
3	Despite the fact that he's a very	y good driver, he's had two accidents this year.
4	I felt so stressed that I went to	o a spa for
5	You should turn off your TV and	d DVD player at night so as to save electricity.
6	In spite of the fact that he	he still found a good job.
7	I'm going to work late tonight so	so that I can leave early tomorrow.
8	I'm saving up to	. The one I have now is ten years old.
9	Cats make great pets, although	personally I prefer dogs.
10	She took a taxi so as to	for her first day at work.
11	My sister went to New York for a	an interview with an American company.
12	You need to go to the US for a	month so that you
13	I'm terrified of flying in spite of k	knowing that it's safer than driving.
14	My mom looks as if she's in he	er forties even though

### **Grammar auction**



Sen	tences	Price
1	Can you tell me what the time is?	
2	Her name's Marta, isn't she?	
3	How long have you been taking driving lessons?	****
4	She has long beautiful dark hair.	
5	The accident happened because the driver had been drinking.	
6	She's a wonderful student, and she works hardly.	
7	The missing man is thought that he is from Boston.	
8	This time tomorrow we'll have finished all our exams.	
9	Are you going to tell them when they're having dinner?	
10	I would have enjoyed the movie more if it wouldn't have had subtitles.	
11	He couldn't have seen you, or he would have said hello.	
12	It looks like if it's going to rain.	
13	It's getting late. We'd better to go now.	
14	I'm not used to getting up so early.	
15	He insisted on paying for the meal.	
16	She's going to the hospital to visit her husband.	
17	I need to buy some new furnitures for my living room.	
18	You can have either the chocolate or vanilla ice cream. Not both.	
19	I wish I would have more free time!	
20	Despite the rain, they went for a long walk.	

Isn't that the woman you work with?

#### Personalities

Tell your partner about ...

- somebody you know who is quite vain
- somebody you know who is always very cheerful
- somebody you know who is extremely stubborn
- somebody you know who is often irritable
- somebody you know who is very wise

### 2 Your style

Do you dress up often or do you tend to wear casual clothes?

Do you prefer wearing solid or patterned clothes?

Do you consider yourself to be trendy?

What are your three favorite items of clothing?

Where do you tend to buy most of your clothes? Why?

#### 3 Your city/town

In which part of your city / town do you live? (downtown, on the outskirts, etc.)

What do you like best/least about your neighborhood?

Are there any famous landmarks or sights in your town?

Are there any problems with ...?

a homeless people

**b** pollution

c crime

If you had to choose one adjective to describe your city/town, what would it be?

Are you happy living there or would you like to move?

#### 4 Your health

Tell your partner about a time when you or someone you know well ...

- meeded stitches
- **m** fainted
- had a very high temperature
- had an allergic reaction to something
- made to spend some time in the hospital

#### 5 Music

When and where do you usually listen to music?

What kind of music do you listen to?

Did your parents listen to a lot of music when you were growing up? What kind?

Is your taste in music similar to your parents?

Do you tend to have friends who share your musical tastes?

If you could be a world-class musician, what kind of musician would you choose to be?

#### 6 The media

How up-to-date are you with what's going on in the world?

Where do you usually get the news from?

Do you think news reporting in your country is objective or biased?

What's the biggest story in the news right now?

What kind of reviews do you usually read? Do you use them to help you make decisions about what to see, listen to, or read?

### 7 Feelings

Tell your partner about a time you felt ...

- really disappointed about something
- a little bit homesick
- like jumping for joy about some news
- furious with someone in your family
- scared to death before you had to do something

### 8 The weather

Tell your partner about ...

- the kind of weather you like
- the kind of weather you hate
- the most extreme weather you have ever experienced
- **a** vacation or trip that was a disaster because of the weather

### 9 Crime and punishment

What are the most common crimes in your city/town?

Have you or someone you know ever been the victim of a crime?

What would you do to reduce crime?

Have you or someone you know ever been on a jury?

Which of these do you enjoy?

a reading detective novels b watching TV crime series

#### 10 Advertising

Talk about ...

- an ad (or TV commercial) you love
- an ad that really irritates you
- a brand that has a memorable logo or slogan
- an ad that made you buy something

### VOCABULARY ACTIVITY INSTRUCTIONS

### Split crossword

#### An information gap activity

SS define words to help their partner complete a crossword puzzle. Copy one sheet per pair and cut into **A** and **B**.

VOCABULARY Personality, illness, treatment

- Put SS in pairs, ideally face to face, and give out the sheets.
   Make sure SS can't see each other's sheets. Explain that A and B have the same crossword puzzle but with different words missing. They have to describe/define words to each other to complete their crosswords.
- Give SS a minute to read their instructions. If SS don't know what a word means, they can look it up in **Vocabulary Banks** *Personality* and *Illness and treatment* and the glossaries with the text in Lesson 1A.
- SS take turns asking each other for their missing words, e.g., *What's 1 across?* Their partner must define/describe the word until the other student is able to write it in his/her crossword. SS should help each other with clues if necessary.
- When SS have finished, they should compare their crossword puzzles to make sure they have the same words and have spelled them correctly.

#### **Review race**

#### A pairwork vocabulary race

SS read a series of clues and write the words. Copy one sheet per student or pair of students.

VOCABULARY Clothes, air travel, adverbs

 Put SS in pairs and give out the sheets. Set a time limit. Tell SS that they have to write as many words as they can within the time limit. The pair who complete all the words correctly first are the winners.

1 stereotype	11 boarding pass
2 Pole	12 take off
3 loose	13 aisle
4 backpack	14 airline
5 fur	15 lately
6 patterned	16 nearly
7 matches	17 hardly
8 get undressed	18 fortunately
9 suede	19 especially
1 customs	20 even

### Describing game

#### A card game

SS define words/phrases for other SS to guess. Copy and cut up one set of cards per pair or small group.

VOCABULARY Crime and punishment, weather, phrases with *take* 

- Put SS in pairs or small groups. Give each group a set of cards facedown or in an envelope.
- Demonstrate the activity by choosing a different word from one of the two Vocabulary Banks, and describe it to the class until someone says the word, e.g., It's a noun. It's a person who steals things from other people's houses = burglar.
   Highlight that SS are not allowed to use the word on the card in their definition.
- SS play the game, taking turns to take a card and describe the word or phrase. The person who is describing can't let his/her partner see what's on the card. Tell SS to wait until the person has finished his/her description before trying to guess the word.

**Extra idea** You could get SS to play this in groups as a competitive game. The person who correctly guesses the word first keeps the card. The player with the most cards at the end is the winner.

**Non-cut alternative** Put SS in pairs. Copy one sheet per pair and cut it down the middle. SS take turns describing the words to their partner until he/she guesses the word.

### Split crossword

An information gap activity

See instructions for File 1 Split crossword.

VOCABULARY Feelings, verbs often confused, the body

### Review race

A pairwork vocabulary race

See instructions for File 2 review race.

VOCABULARY Music, sleep, the media, reporting verbs

1 conductor	11 jet-lagged
2 lyrics	12 nightmare
3 choir	13 blankets
4 saxophonist	14 headlines
5 catchy	15 freelance
6 tune	16 biased
7 keyboard	17 review
8 snore	18 cartoon
9 yawn	19 regret
) pillow	20 refuse

### 6

#### Alphabet race

#### A pairwork vocabulary race

SS read a series of clues and write the words. Copy one sheet per student or pair of students.

#### VOCABULARY Word pairs, cities /towns, science

 Put SS in pairs and give out the sheets. Set a time limit. Tell SS that they have to write as many words as they can within the time limit. Each word begins with a different letter of the alphabet. The pair who complete all the words correctly first are the winners.

Astronaut, Beggars, Clear, Dawn, Entertainment, Footprints, Geology, Homeless, Invented, Jam, Knife, Luggage, Memorable, Neighborhood, Overcrowding, Pedestrian, Quiet, Radiation, Slums, Theory, Ups, Volunteers, Weather, X-rays, York, Zoo.



#### **Describing game**

#### A card game

See instructions for File 3 Describing game.

VOCABULARY

-ed/-ing adjectives, business and advertising, words with prefixes



#### **Review**

#### A pairwork card game

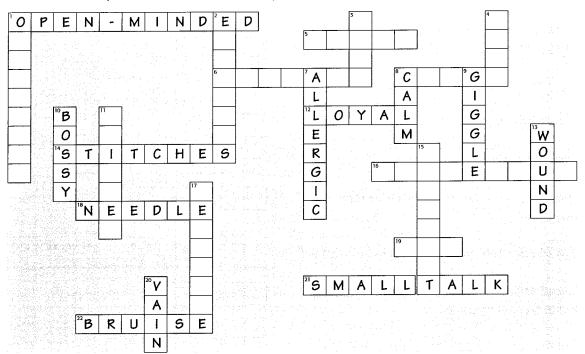
SS define words / phrases for their partner to guess. Copy and cut up one set of cards per pair.

#### **VOCABULARY** Review from Files 1–7

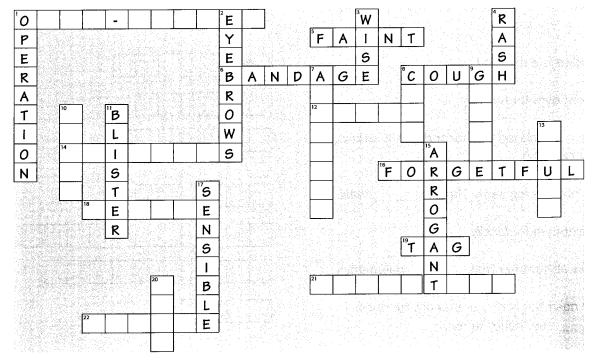
- Give each pair a set of cards facedown. Demonstrate by taking a card, telling SS what the word group is and defining the first word for the class to guess.
- SS continue in pairs, picking a card, saying the topic, and describing the words and expressions on it for their partner to guess. Remind SS that they must not use the word itself in the definition. They should try to take no longer than two minutes per card.

**Non-cut alternative** Put SS in pairs. Copy one sheet per pair and cut it down the middle. Give **A** and **B** each half, and continue as above.

- A look at your crossword and make sure you know the meaning of all the words you have.
  - **b** Now ask **B** to define a word for you. Ask, e.g., What's 1 down? What's 5 across? Write the word.
  - Now B will ask you to define a word.



- **B** a Look at your crossword and make sure you know the meaning of all the words you have.
  - **b** A will ask you to define a word.
  - Now ask A to define a word for you. Ask, e.g., What's 1 across? What's 10 down? Write the word.

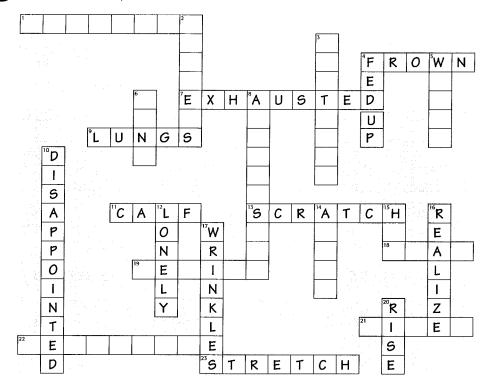


### Vocabulary **Review race**

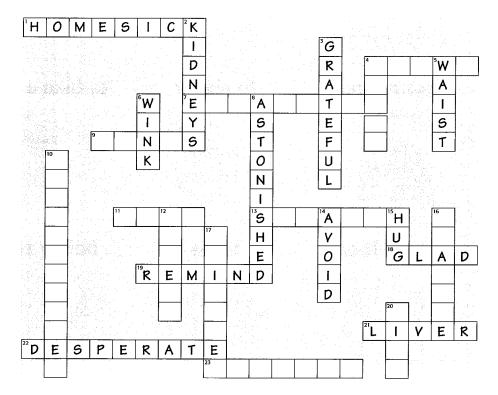
1	A fixed idea or image that people have of a type of person or thing.	
2	Another way of saying a Polish person is a	
3	The opposite of <i>tight</i> .	
4	A bag that is carried on your back.	
5	A human has skin. A lion has	
6	The opposite of <i>solid</i> .	
7	Your bag your shoes. They're the same color.	
8	A verb phrase that means "take off your clothes."	
9	Soft leather with a surface like velvet often used to make jackets or shoes.	
10	The place at an airport where they ask if you have anything to declare.	
11	You need your before you can get on a plane.	
12	A phrasal verb that is the opposite of land.	
13	When you check in, you can ask for a window or seat.	
14	JetBlue is a discount	
15	A synonym for recently.	
16	I missed the bus today, but luckily I just caught it.	
17	He hurt his leg badly. He can walk.	
18	A synonym for <i>luckily</i> .	
19	I like all summer fruit, strawberries.	
20	My neighbor is very unfriendly. He doesn't say "hello" to me.	



- A a Look at your crossword and make sure you know the meaning of all the words you have.
  - **b** Now ask **B** to define a word for you. Ask, e.g., What's 2 down? What's 19 across? Write the word.
  - Now **B** will ask you to define a word.



- **B** a Look at your crossword and make sure you know the meaning of all the words you have.
  - **b** A will ask you to define a word.
  - Now ask A to define a word for you. Ask, e.g., What's 4 down? What's 7 across? Write the word.



	5	/ocabu	ılary	Revie	w r	ace	
1	The p	erson	who	direct	s an	orch	1

1	The person who directs an orchestra.	
2	The words of a song.	
3	My friend belongs to a They sing together once a week.	
4	The name of the person who plays a saxophone.	
5	That song is really I keep singing it to myself!	
6	The "music" of a song.	
7	An electronic instrument like a piano.	
8	To make a loud noise through your nose or mouth when you're asleep.	
9	When you open your mouth wide because you're tired or very bored.	
10	The thing you put your head on when you lie down in bed.	
11	When you feel tired after flying to another time zone you are	-
12	A bad dream.	
13	Put these on your bed to keep you warm at night.	
14	The titles of newspaper stories are called	
15	She's a journalist. She works for herself.	
16	When a newspaper story isn't objective, it's	
17	I think we should read a of the movie before we go and see it.	
18	A small humorous drawing in a newspaper.	
	77 Small Hamorous araving in a newspaper.	
19	The verb that means you are sorry you did something.	

### 6 Vocabulary **Alphabet race**

A

Neil Armstrong was a very famous В

People who ask for money on the street.

C

Please don't shout!
I can hear you loud and \_\_\_\_\_\_.

D

The time of day when the sun rises.

E

The movies and the theater are different forms.

F

Astronauts made \_\_\_\_\_ on the surface of the moon.

G

The study of rocks and how they are formed.

Н

The phone was
\_\_\_\_\_ by Alexander
Graham Bell.

J

When there are too many cars on the road, there is a traffic \_\_\_\_\_\_.

K

Would you prefer to use chopsticks or a \_\_\_\_\_ and fork?

L

Another word for *baggage*.

M

That vacation will always be \_\_\_\_\_\_. I'll never forget it.

N

The area where you live is your

0

The problem in a city when too many people live there.

P

You can't drive here! It's for \_\_\_\_\_ only.

Q

Another way of saying *silence* is *peace* and \_\_\_\_\_\_.

R

Pierre and Marie Curie discovered

S

A poor area where the houses are in very bad condition.

T

Albert Einstein is famous for his \_\_\_\_\_\_ of relativity.

U

They have their
\_\_\_\_\_ and downs, but
they're happily married.

V

We need five people to be \_\_\_\_\_ for the experiment.

VV

I hope the \_\_\_\_\_ is good tomorrow. We're planning a picnic.

X

\_\_\_\_\_ wouldn't exist without the discovery of radium.

Y

New \_\_\_\_\_\_ is sometimes called "the city of skyscrapers."

Z

Most big cities have one.
You can see wild animals
there. \_\_\_\_\_



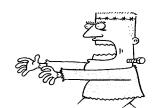
offended



stressful



scary



embarrassed



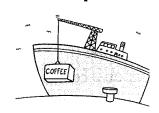
annoying



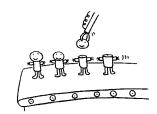
a cart



to import



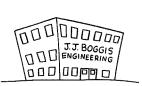
to manufacture



to make a profit



a firm



a coworker



the owner



a logo



junk mail



the staff



an ad



to do market research



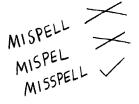
to mispronounce



a refund



to misspell



overpaid



multinational



an autograph



subtitles



#### The media

news anchor the front page censored reporter
an advertisement
a critic

#### Cities and towns

harbor homeless people a district the outskirts run-down (adj) vibrant

### **Business and advertising**

an employee a profit

a chain

to do market research a branch to set up a company

### **Personality**

impulsive vain cheerful easygoing conscientious irritable

#### Illness and treatment

swollen food poisoning to bleed a blister the flu a specialist

#### **Clothes**

scruffy silk loose

patterned trendy to get dressed up

### **Crime and punishment**

to burglarize a witness to bribe blackmail jury hijacking

### Weather

a drought changeable a heat wave

smog to pour (rain) damp

### **Feelings**

thrilled devastated relieved shocked to feel down to jump for joy

### The body

an ankle hip to wave to shake hands to stare to learn by heart

### Music

a lead singer a soloist monotonous

catchy drums out of tune

### Sleep

yawn snore oversleep insomnia jet-lagged blanket

### **Song Activity Instructions**



### You gotta be 1.5

CD1 Track 6

#### Listening for adjectives, predicting rhyming words

LANGUAGE adjectives

- Give each student a sheet and focus on **a**. Tell SS to listen to the chorus, and write a—h next to the adjectives in the list before they write them into the lyrics. They will hear the chorus three times. Explain that two of the adjectives are not needed.
- Play the song once. Check answers and get SS to write the adjectives into the song.

### a bad b bold c wiser d hard e tough f stronger g cool h calm

- Now focus on the task in **b**. Give SS a few minutes in pairs to try to guess some of the missing words. Stress that the example *sky* is numbered "3" because the word that goes in the blank numbered "3" rhymes with it. Elicit ideas, but don't tell SS if they are right or wrong at this stage. Play the song and replay sections as necessary. Check answers.
  - 1 holds 2 fears 3 cry 4 read 5 view 6 to 7 face
- Focus on c. Point out that sometimes SS may need to write two phrases. Play the song again while SS read the lyrics and think about the meaning. Check answers.
  - 2 Lovers they may cause you tears
  - 3 Don't be ashamed to cry
  - 4 Herald what your mother said; Read the books your father read
  - 5 Some may have more cash than you
  - 6 Others take a different view
  - 7 Time asks no questions it goes on without you; Leaving you behind if you can't stand the pace
- You may want to play the song again for SS to sing along.
- Finally, tell SS to read **Song facts**.

# 2

#### **Englishman in New York**

CD1 Track 29

#### Listening for extra words and sentence rhythm

#### LANGUAGE sentence rhythm

• Give each student a sheet and focus on **a**. Give SS a few minutes to read through the lyrics. Then play the song once or twice as necessary. Check answers.

1 much		3/		19 🗸		
				20 is		
2 only		3 the				
3/		1 /				
				21 yo		
4 just				22 🗸		
		5 still				
5 the						
		5 may		23 bu		
61		7 and			ne second)	
7 that				will		
		3 🗸				

• Now focus on **b**, and get SS to do it in pairs. Check answers.

1 accent (line 3) 2 cane (line 6) 3 alien (line 9) 4 manners (line 13) 5 ignorance (line 15) 6 no matter what (line 16) 7 modesty (line 17) 8 candle (line 20)

9 combat gear (line 21) 10 confront (line 23)

• Focus on **c** and elicit opinions. It may help if you elicit the meanings of *alien* (= the legal term for a person who is not a citizen of a country in which they live and work but also for a person from another planet). Accept any possible interpretations of the phrase.

A possible interpretation is that although the singer is living in the country legally, he feels like he is from another planet – perhaps because he finds the country and its culture strange.

- You may want to play the song again for SS to sing along.
- Finally, tell SS to read the **Song facts**.

### **3**

#### It's raining men

CD2 Track 15

#### **Predicting rhyming words**

#### LANGUAGE rhyming words

• Give each student a sheet and focus on **a**. Give SS a few minutes to read the lyrics and guess what the missing words are. Elicit some ideas and tell them whether the word they guess is possible, but don't tell them if it's the right one at this stage.

**Extra support** You could go through the bold numbered words and elicit how they are pronounced to help SS to guess the missing words.

• Now focus on **b**. Play the song once or twice if necessary. Check answers.

1 go 2 ten 3 wet 4 mean 5 tough 6 do 7 guy 8 begin 9 bed

• Focus on c. Play the song again and then give SS time to complete the glossary. Help with any other vocabulary problems. Check answers.

1 humidity 2 barometer 3 sources 4 specimen5 lean 6 tough 7 take on 8 rip off

- You may want to play the song again for SS to sing along.
- Finally, tell SS to read **Song facts**.

## 4

#### I will survive

CD2 Track 36

### A Corr

### Correcting phrases

#### LANGUAGE mixed vocabulary

- Give each student a sheet and focus on a. Go through the phrases in **bold** and explain that SS have to listen and decide if these phrases are right (what the singer sings) or wrong (different). The first time they listen, SS just have to put a check or an x in column A. They shouldn't try to correct the phrases at this stage.
- Check answers (i.e., if the phrases are right or wrong), but don't tell SS what the right words are.
- Now play the song again, and this time SS have to try to correct the wrong phrases. As the song is fairly fast, pause after every wrong line to give SS time to write the correct phrase.

• Let SS compare with a partner. Replay the song if necessary and then check answers, going through the song line by line.

1 X I was petrified	15 🗸
2 🗡 by my side	16 🗸
3 X so many	17 X how to love
4 /	18 🗸
5 X to get along	19 🗸
	20 X mend the pieces
7 🗡 walked in	21 🗸
8 X that sad look	22 X feeling sorry for
9 /	23 🗸
10 🗸	24 X somebody new
11 🗸	25 🗶 still in love
12 be back	26 ✓
13 🗡 walk out	27 X to be free
14 X not welcome	28 🗸

- If there's time, get SS to read the lyrics in pairs with the glossary. Help with any other vocabulary problems that arise.
- You may want to play the song again for SS to sing along.
- Finally, tell SS to read **Song facts**.

# **5** B

#### I don't want to miss a thing 5.12 CD3 Track 27

#### Missing verbs

LANGUAGE verb collocations, verbs with two meanings

- Give each student a sheet and focus on a. Give SS a few minutes to read the lyrics, using the glossary, and to guess what the missing verbs are. Elicit some ideas and tell them whether their guesses are possible, but don't tell them if it's the missing verb at this stage.
- Now focus on **b**. Play the song once or twice if necessary. Check answers.

1 stay 2 smile 3 spend 4 close 5 fall 6 miss 7 dream 8 beating 9 seeing 10 thank 11 hold 12 feel

• Focus on c and elicit/explain the difference between *stay* (*in bed*) = continue to be (in bed) and *stay* (*in a hotel*) = be somewhere as a visitor. Give SS, in pairs, time to find the other six verbs. Check answers.

2 hold 3 beat 4 miss 5 spend 6 see 7 fall

- You may want to play the song again for SS to sing along.
- Finally, tell SS to read **Song facts**.

### 6

#### Space oddity 6.4

CD4 Track 2

Words to do with space

LANGUAGE words to do with space: countdown, spaceship, etc.

- Give each student a sheet and focus on **a** and the words in the list. Elicit the meanings of the words from SS, e.g., capsule (= the part of a spaceship in which people travel), circuit (= the complete path (of wires and equipment) along which an electric current flows), countdown (= the moment before liftoff when they count backwards from 10 to 0), ignition (= the electrical system of a vehicle).
- Give SS time, in pairs, to read the lyrics and try to guess where some of the missing words might go. Explain that they won't be able to complete most of the song until they listen to it.

 Now focus on b. Play the song once or twice if necessary. Check answers.

1 helmet	7 stars	13 floating
2 countdown	8 world	14 Moon
3 engine	9 Planet	15 Planet
4 ignition	10 Earth	16 Earth
5 capsule	11 spaceship	
6 floating	12 circuit	

- Focus on **c** and give SS time to answer the questions orally in pairs. Check answers.
  - 1 10, 9, 8, etc. (countdown)
  - 2 Major Tom is the astronaut in the spaceship. Ground Control are the workers (e.g., scientists, technicians, etc.) who are guiding the spaceship (e.g., working at NASA).
  - 3 a You've been a success.
    - **b** You're now a celebrity so the newspapers will want to know all about your life.
  - 4 He is referring to his spaceship, which probably seems very small and fragile out in space. A "tin can" usually means a metal container for food or drink.
  - 5 Ground Control lose contact with the spaceship, so Major Tom is left floating in space.

**Extra support** Do the questions in **c** as open class questions.

- You may want to play the song again for SS to sing along.
- Finally, tell SS to read **Song facts**.

# A

#### If I could turn back time

74

CD4 Track 24

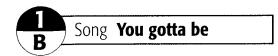
Correcting phrases

LANGUAGE mixed vocabulary

- Give each student a sheet and focus on a. Go through the phrases in **bold** and explain that SS have to listen and decide if these words are right (what the singer sings) or wrong (different from what the singer sings). The first time they listen, SS just have to put a check or an x in column A. They shouldn't try to correct the phrases at this stage.
- Check answers (i.e., if the phrases are right or wrong), but don't tell SS what the right words are.
- Now play the song again, and this time SS have to try to correct the wrong phrases. Point out that the phrase she sings means more or less the same as the bold phrase in the lyrics.
- Let SS compare with a partner and then check answers, going through the song line by line.

1 X find a way 12 X g 2 ✓ 13 ✓	ive them all to you
3 × you'd (would) stay 14 × yo	ou used to do
4 ✓ 15 ✓ 5 X said the things I said 16 ✓	
	didn't care nen and there
AND HONOR BUILDING TO A DESCRIPTION OF A STATE OF A STA	was sorry
10 / 21 /	

- If there's time, get SS to read the lyrics in pairs with the glossary. Help with any other vocabulary problems that arise.
- You may want to play the song again for SS to sing along.
- Finally, tell SS to read Song facts.



a Listen to the song and fill in the blanks a—h in the chorus with adjectives from the box. There are two adjectives you don't need.

bad bold calm cool hard kind loyal stronger tough wiser

V		
	COMPAN	
1 K'A'		149

Listen as your day 1 unfolds, Challenge what the future 1 h\_ Try and keep your head up to the 3 sky

Lovers they may cause you <sup>2</sup> tears
Go ahead release your <sup>2</sup> f
Stand up and be counted
Don't be ashamed to <sup>3</sup> c
You gotta be
CHORUS

#### CHORUS

You go	otta	be	a	

You go	tta be	U	
You got	tta be	c	

You gotta	be	d	
-			

You	gotta	be	е	
Υου	gotta	be	f	

4-1-1-

You gotta	be	n		
You gotta	stav	v t	noet	her

You gotta stay together All I know, all I know Love will save the day

Herald what your mother $^4$ said
Read the books your father 4 r

Try to solve the puzzles in your own sweet time Some may have more cash than 5 you

<b>Others</b>	take a	a	different	5 <b>v</b>	•

My oh my

#### **CHORUS**

Time asks no questions, it goes on without 6you Leaving you behind if you can't stand the <sup>7</sup> pace The world keeps on spinning, can't stop it if you tried 6t\_ The best part is danger staring you in the <sup>7</sup>f\_\_

Remember, listen as your day unfolds, etc.

<b>(</b>	Look at blanks 1–7 in the lyrics. The
	word for each blank rhymes with the
	<b>bold</b> word that has the same number. Try
	to guess the missing words. Then listen
	again and complete them.

0	Listen again and read the lyrics. Use the
	glossary to help you. The song gives advice
	on how to live. Match the pieces of advice
	1–7 to the correct phrase(s) in the song.

1	Don't let problems get you down
	Try and keep your head up

2	Be prepared to suffer because of
	relationships.

3	Don't worry about showing your
	emotions.

Ŀ	Learn	trom	your	parents.	

5	Don't be envious of people who are
	richer than you.

6	Not	everybo	النبي بيار	agree	with	VO11
n	INOT	everyoc	av wiii	agree	wiin	VOU.

7	Don't waste time or you will miss
	opportunities.

#### Glossary

you gotta be = you've got to be/you have to be unfold = slowly become known

challenge what the future holds = don't accept your fate, make your own future release = let go

be ashamed = feel bad about

herald = say in public that something is good or important

can't stand the pace = can't go fast enough

spin = go round

stare = look at somebody/something for a long time

#### Song facts

This song was first recorded by Des'ree, a successful pop/soul singer in the 1990s. Her other big hits were Life and What's your sign?

a Listen to each line of the song carefully. If you hear an extra word, cross it out. If the line is correct, check ✓ it. The chorus has <u>not</u> been changed.

### **Englishman in New York**

- <sup>1</sup> I don't take much coffee, I take tea my dear
- <sup>2</sup> I like my toast done only on one side
- <sup>3</sup> And you can hear it in my accent when I talk
- <sup>4</sup> I'm just an Englishman in New York
- <sup>5</sup> See me walking down the Fifth Avenue
- <sup>6</sup> A walking cane here at my side
- <sup>7</sup> I take it everywhere that I walk
- <sup>8</sup> I'm an Englishman in New York

#### **CHORUS**

- 9 I'm an alien I'm a legal alien
- 10 I'm an Englishman in New York
- 11 I'm an alien I'm a legal alien
- 12 I'm an Englishman in New York
- 13 If "Manners maketh the man" as someone said
- 14 He's our hero of the day
- <sup>15</sup> It takes a man to suffer ignorance and still smile
- <sup>16</sup> Be yourself, no matter what they may say

#### **CHORUS**

- <sup>17</sup> Modesty and propriety can lead to notoriety
- <sup>18</sup> You could end up as the only one
- <sup>19</sup> Gentleness, sobriety are rare in this society
- <sup>20</sup> At night a candle's brighter than the sun is
- <sup>21</sup> Takes more than combat gear to make you a man
- <sup>22</sup> Takes more than a licence for a gun
- <sup>23</sup> Confront your enemies but avoid them when you can
- <sup>24</sup> A gentleman will walk but will never run

If "Manners maketh the man"..., etc.

#### **CHORUS**

- **b** Which word or phrase in the song means ...?
  - 1 the way you pronounce the words of a language
  - 2 a wooden stick to help you walk
  - 3 a person who is not a citizen of the country in which they live / a being from another planet
  - 4 rules of good, polite behavior
  - 5 not knowing anything (noun)
  - 6 it doesn't matter what (phrase)
  - 7 the opposite of *vanity*
  - 8 something that burns to give you light
  - 9 clothes a soldier wears
  - 10 to face something, not run away from it
- Why do you think the singer describes himself as "a legal alien"?



#### **Glossary**

it takes a man = you need to be a man sobriety = not being drunk notoriety = fame for being bad in some way maketh = old-fashioned form of *makes* 

#### **Song facts**

Sting was inspired to write this song by the highly eccentric British author and actor Quentin Crisp, who lived in New York for many years. Sting dedicated the song to Crisp.

# Song It's raining men

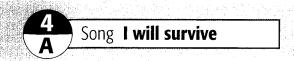
- **a** Look at blanks 1–8 in the lyrics. The word for each blank rhymes with the word in **bold** that has the same number. With a partner, try to guess the missing words.
- **b** Listen and check.
- C Listen to the song again and read the lyrics. Complete the glossary.

It's raining men
plant py y n/ n/ s
(Hi, we're your weather girls and have we got news for you!)
Humidity is rising – barometer's getting <sup>1</sup> low
According to all sources, the street's the place to 1
'Cause tonight for the first time
At just about half past <sup>2</sup>
For the first time in history
It's gonna start raining <sup>2</sup> men.
It's raining men! Hallelujah! – It's raining men! Amen!
I'm gonna go out, I'm gonna let myself <sup>3</sup> <b>get</b>
Absolutely soaking <sup>3</sup> !
It's raining men! Hallelujah!
It's raining men! Every specimen!
Tall, blond, dark, and <sup>4</sup> lean
<sup>5</sup> Rough and <sup>5</sup> and strong and <sup>4</sup>
God bless Mother Nature, she's a single woman <sup>6</sup> too
She took on the heavens and she did what she had to 6
She taught every angel to rearrange the <sup>7</sup> <b>sky</b>
So that each and every woman could find her perfect 7
It's raining men! Hallelujah! — It's raining men! Amen! (Go get yourselves wet, girls, I know you want to)
I feel stormy weather
Moving <sup>8</sup> in, about to <sup>8</sup>
Hear the thunder
Don't you lose your <sup>9</sup> <b>head</b>
Rip off the roof and stay in <sup>9</sup>
It's raining men! Hallelujah! – It's raining men! Amen!

Glossary	
1	_ = noun from <i>humid</i>
2	= an instrument for measuring air pressure that shows when the weather will change
3	= the people, books, etc., that you get information from
4	_ = a single example of something, especially an animal or plant
5	_ = slim
6	_ = not gentle; violent
7	_ (pv) = to play against somebody/something, e.g., in a game/competition
8	_ (pv) = take off violently

#### **Song facts**

This song was originally recorded by The Weather Girls. It was later re-recorded by Geri Halliwell, an ex-Spice Girl, and her version was used on the soundtrack of the film *Bridget Jones's Diary*. The song became a number one hit.



- a Listen to the song. Are the phrases in **bold** right or wrong? Put a check ✓ or an ✗ in column A.
- **b** Listen again and correct the wrong phrases in column **B**.

I will su	ırvive		
	A	В	
At first I was afraid, I was terrified	1		
Kept thinking I could never live without you at my side	2		
But then I spent <b>such lonely</b> nights	3		
Thinking how you did me wrong	4		
And I grew strong, and I learned how to get on	5		
So you're back <b>from outer space</b>	6		
I just <b>came in</b> to find you here	7		
with that mad look upon your face	8		
I <b>should have changed</b> that stupid lock	9		
I should have made you leave your key	10		
If I'd known for just one second	11		
You'd <b>come back</b> to bother me	12		
CHORUS			
Go on now, go, <b>go out</b> the door	13		
Just turn around now, 'cos you're <b>not wanted</b> anymore	14		
Weren't you the one who <b>tried to hurt me</b> with good-bye?	15		
Did you think I'd crumble? Did you think I'd lay down and die?	16		
Oh no, not I, I will survive			A MA
For as long as I know who to love I know I'll feel alive	17		
I've got all my life to live and I've got all my love to give	18		144 6 C
And I'll survive, I will survive, hey, hey			
It took all the strength I had not to fall apart,	19		
Though I tried hard to find the pieces of my broken heart	20		
And I spent oh <b>so many nights</b>	21		1 46 C
Just <b>feeling angry with</b> myself	22		
I used to cry. But now I hold my head up high	23		
And you see me, someone new	24		
I'm not that chained up little person who's in love with you	25		
And so you <b>felt like</b> dropping in	26		
And just expect me to serve tea	27		
Well now I'm saving all my loving for someone who's loving me	28		
CHORUS			

#### Glossary

crumble = to make something break into very small pieces chained up = tied up in chains, unable to move drop in = visit somebody without letting them know in advance

#### **Song facts**

I will survive was first recorded by Gloria Gaynor and it won her a Grammy award for Best Disco Recording. Though originally about moving on after a bad relationship, over the years the song has taken on meaning for people who have overcome almost any difficult situation, and it has become a very popular karaoke song.



a Look at blanks 1–12 in this song. They are all missing verbs. In pairs, try to think of one or two possibilities for each blank and write them in the column.

### 

The sweetest dream will never do
I'd still miss you, baby
And I don't want to miss a thing

Lying close to you feeling your heart \_\_\_\_ing
And I'm wondering what you're dreaming

Wondering if it's me you're \_\_\_\_ing

Then I kiss your eyes

And \_\_\_\_ God we're together

I just want to stay with you in this moment forever

#### CHORUS

**CHORUS** 

Forever and ever

I don't want to miss one smile
I don't want to miss one kiss
I just want to be with you
Right here with you, just like this
I just want to \_\_\_\_\_ you close
\_\_\_\_\_ your heart so close to mine
And just stay here in this moment
For all the rest of time

I don't want to \_\_\_\_ asleep
'Cause I'd \_\_\_\_ you, baby

And I don't want to miss a thing 'Cause even when I \_\_\_\_ of you

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	and the second			
The same	- 65 🕆			
		A		
	-61	7		\$3) \$3)
		The same of the sa	- F	
	Phone of the control			Ne also

0	Listen and fill in the blanks with the
	correct verb.

Many of the verbs in the song have more than one meaning. Write a verb for each pair of phrases.

1	Stay	in bed in a hotel
2		someone's hand a meeting
3		your opponent loudly (a drum, heart)
4		a train a person who's not there
5		money time doing something
6		a friend the sights in a city
7		asleep in love down off your bike

#### Glossary

surrender (noun) = abandon treasure (verb) = value close (adj) = near wonder (verb) = ask yourself

#### **Song facts**

This song was probably the biggest hit for the American rock band Aerosmith. The song was featured in the movie *Armageddon*, which starred Liv Tyler – the daughter of Aerosmith's lead singer, Steven Tyler.



a Read the lyrics and try to guess where some of the space words go.

capsule circuit/'sərkət/ countdown Earth ( $\times$ 2) engine floating ( $\times$ 2) helmet ignition Moon planet ( $\times$ 2) spaceship stars world

### **Space oddity**

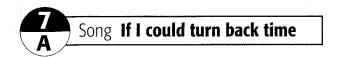
Ground Control to Major Tom, Ground Control to Major Tom:
Take your protein pills and put your <sup>1</sup> on
Ground Control to Major Tom, commencing <sup>2</sup> ,
<sup>3</sup> 's on
Check <sup>4</sup> , and may God's love be with you
This is Ground Control to Major Tom, you've really made the grade
And the papers want to know whose shirts you wear
Now it's time to leave the <sup>5</sup> if you dare
This is Major Tom to Ground Control, I'm stepping through the doo
And I'm <sup>6</sup> in a most peculiar way
And the $^7$ look very different today
For here am I sitting in a tin can, far above the 8
9 10 is blue, and there's nothing I can do.
Though Very root are bundled the unand miles Very feeling you still
Though I'm past one hundred thousand miles, I'm feeling very still
And I think my <sup>11</sup> knows which way to go
Tell my wife I love her very much. "She knows."
Ground Control to Major Tom
Your <sup>12</sup> 's dead. There's something wrong.
Can you hear me, Major Tom?
·
Can you hear me, Major Tom?
Can you hear me, Major Tom?
Can you
Here am I <sup>13</sup> round my tin can, far above the <sup>14</sup>
is blue, and there's nothing I can do

- **b** Listen and complete the song.
- C Listen again and read the lyrics. In pairs, answer the questions.
  - 1 What do you hear when Ground Control says "Commencing countdown..."?
  - 2 Who are Major Tom and Ground Control?
  - 3 What does Ground Control mean by ...?
    - **a** "You've really made the grade"
    - **b** "the papers want to know whose shirts you wear"
  - 4 What does Major Tom mean by "a tin can"?
  - 5 What happens at the end of the song?



#### Song facts

David Bowie wrote this song in 1969 after seeing the Stanley Kubrick film 2001 – A Space Odyssey, and it was used by the BBC during their coverage of the 1969 moon landing. Major Tom, however, is not based on a real person. In a later Bowie song, Ashes to ashes, Major Tom appears again and sends a message from space saying, "I'm happy, hope you're happy too."



- a Listen to the song. Are the phrases in **bold** right or wrong? Put a check ✓ or an ✗ in column A. Listen again and correct the wrong phrases in column B.
- **b** Listen to the song again and read the lyrics with the glossary. What does the singer wish she had/hadn't done, and what does she wish she could do?

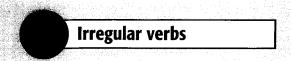
If I could turn back time					
	A	В			
If I could turn back time					
If I could know where to go	1	<del> </del>	(C)		
I'd take back those words that have hurt you	2				
And <b>you wouldn't go</b>	3				
I don't know why I did the things I did	4				
I don't know why I told you what I did	5		The state of the s		
Pride's like a knife it can cut deep inside	6		مع المناه		
Words are like weapons, they wound sometimes.	7				
I didn't want to hurt you,	8				
I didn't want <b>you to leave</b> ,	9				
I know I <b>made you cry</b> , but baby	10	<del></del>			
CHORUS (If I could turn back time)			Marsh & B		
If I could reach the stars	11	· ———	19 /9 /M		
I'd give them to you as a present	12		理タン / 川農		
Then <b>you'd love me</b> , love me	13				
Like <b>you did before</b>	14				
If I could turn back time					
My world was shattered, I was torn apart	15				
Like someone took a knife and <b>drove it deep</b> in my heart	16		1 2 3		
You walked out that door, I swore that it didn't matter,	17				
But I lost everything darling at that moment	18				
Too strong to tell you I regretted it	19				
Too proud to tell you I was wrong	20		8		
I know that I was blind, and darling	21				
CHORUS (If I could turn back time, If I could re	each the st	ars)			

#### Glossary

wound /wund/ = hurt shattered = past participle of *shatter* = break into small pieces torn apart = past participle of *tear apart* = pull so that it breaks swore = past tense of *swear* = promise

#### Song facts

If I could turn back time was made famous by the singer Cher on her best-selling album Heart of Stone. The video for this song was filmed on board the American battleship USS Missouri.



Base form	Simple past	Past participle	Base form	Simple past	Past participle
be	was/were	been	lay	laid	laid
beat	beat	beaten	lead	led	led
become	became	become	leave	left	left
begin	began	begun	lend	lent	lent
bend	bent	bent	let	let	let
bet	bet	bet	lie	lay	lain
bite	bit	bitten	light	lit	lit
blow	blew	blown	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
broadcast	broadcast	broadcast	meet	met	met
build	built	built	pay	paid	paid
burn	burned / burnt	burned / burnt	put	put	put
burst	burst	burst	read	read	read
buy	bought	bought	ride	rode	ridden
can	could	oougin	ring	rang	rung
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
cling	clung	clung	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	shake	shook	shaken
do	did	done	shine	shone	shone
draw	drew	drawn	shoot	shot	shot
dream	dreamed/dreamt	dreamed/dreamt	show	showed	shown
drink	drank	drunk	shrink	shrank	shrunk
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sink	sank	sunk
feed	fed	fed	sit	sat	sat
feel	felt	felt	sleep	slept	slept
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
fly	flew	flown	spread	spread	spread
forbid	forbade	forbidden	stand	stood	stood
forget	forgot	forgotten	steal	stole	stolen
forgive	forgave	forgiven	stick	stuck	stuck
freeze	froze	frozen	sting	stung	stung
get	got	got	swear	swore	sworn
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
hang	hung	hung	tear	tore	torn
have	had	had	tell	told	told
hear	heard	heard	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	wake	woke	waken
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
kneel	knelt	knelt	write	wrote	written
know	knew	known	•	• • •	

### **WORKBOOK ANSWER KEY**



#### 1 GRAMMAR

- a 3 Where do you usually go on vacation?
- 4 /
- 5 What did happen happened at the meeting yesterday?
- 6 **/**
- 7 How much far is it to the station?
- 8 How many people came to your party?
- 10 Why Marina is is Marina driving your car?
- 11 Can you tell me where are the restrooms the restrooms are?
- 12 How much time long have you been studying English?
- b 2 d 3 b 4 e 5 a 6 c
- c 2 Who cooks in your family?
  - 3 What happens / will happen if I press this button?
  - 4 How long did you stay in Brazil last summer?
  - 5 Which do you prefer tea or coffee?
  - 6 What makes/made you angry?
  - 7 Who drank all the juice I left in the refrigerator?
  - 8 How long does it/did it/will it take to get to Chicago from here?
- d 2 ... what time it is?
  - 3 ... where we parked the car?
  - 4 ... if / whether there are any tickets left for the concert tonight?
  - 5 ... what time the concert starts?
  - 6 ... when Lisa's birthday is?

#### 2 READING & VOCABULARY

- a a dating service
- b 2F 3F 4F 5T 6F 7F 8F
- d 2 trial 3 wary 4 approach 5 register 6 come up with 7 stunning 8 membership card
- e 2 nickname 3 membership card 4 wary 5 approach 6 come up with 7 stunning 8 trial

#### **3 PRONUNCIATION**

- a /ɛr/ rarely, share, their, wear, where /ər/ learn, prefer, turn, were, work
- b 2 whose 3 how 4 who 5 why 6 what 7 when 8 which

#### LISTENING

a 1F 2F 3T 4F 5T 6F 7T 8F



#### 1 READING

- a sports
- b 1 b 2 a 3 b 4 c 5 a

#### 2 VOCABULARY

- a 2 loyal 3 reserved 4 wise 5 irritable 6 eccentric 7 easygoing 8 stubborn 9 possessive
- b 2 pessimistic 3 responsible 4 moody 5 reliable 6 forgetful 7 sensitive 8 practical

#### **3 PRONUNCIATION**

a stress on 1st syllable: arrogant, cheerful, loyal, practical

stress on 2nd syllable: adventurous, ambitious, impulsive, possessive

stress on 3rd syllable: easygoing, immature, insincere, open-minded

#### **4 MINI GRAMMAR**

- 2 earlier, sooner
- 3 later, angrier
- 4 more I practice, better
- 5 hotter, more difficult
- 6 more exercise, stronger

#### **5 GRAMMAR**

- a 2 so does
  - 3 neither have
  - 4 so is
  - 5 neither do
  - 6 so was
  - 7 so will
  - 8 neither have
- b 1 did, didn't, did, is
  - 2 did you, did, are you, am, is it
  - 3 don't you, do you, do, do
  - 4 are, do you, do, will

#### LISTENING

a 1 Ages 2 spirits 3 Egypt 4 power 5 Middle Ages 6 a tree / trees 7 plague 8 sneezing



#### 1 VOCABULARY

- a 2 faint 3 burn 4 rash 5 swollen 6 cough 7 pain 8 bleeding
- b 2 sore throat 3 flu 4 caught ... cold 5 sprained 6 asthma
- c 2 painkillers 3 specialist 4 bandage 5 operation 6 stitches

#### 2 PRONUNCIATION

- a 2 stomachache 3 swollen 4 blood pressure 5 unconscious 6 wound
- b /{/ chest
  - /k/ unconscious
  - /dʒ/ drug
  - /t∫/ X-ray

#### 3 READING

- a It's dangerous to wake up sleepwalkers.
- b 1 C 2 D 3 A 4 B

#### **4 GRAMMAR**

- b 3 arrived 4 ✓ 5 since last October 6 ✓ 7 did you wake up 8 They've only known each other for six months
- c 2've had 3've been 4've been writing 5 've moved out 6 've been living 7 've already unpacked 8 've split up 9's been traveling 10 haven't managed 11 've met 12 've been seeing 13 've had

#### PHRASAL VERBS IN CONTEXT

1 cut 2 gave 3 came 4 broke 5 call

- a A 2 B 1 C 3
- b 1 His leg was broken. They put snow around his leg and called the emergency services. Then they took him to the hospital for an X-ray.
  - 2 He had a nosebleed. He pinched the soft part of his nose, and the bleeding stopped.
  - 3 She fainted. Her coworkers made her sit on a chair and put her legs up on another chair. Then she went outside for some fresh air.

#### 1 COLLOQUIAL ENGLISH

#### 1 THE INTERVIEW

1 basically 2 terms 3 something 4 range 5 help 6 message

#### **2 ON THE STREET**

- a le 2a 3d 4b 5c
- b 1 turned out
  - 2 read into it
  - 3 Every once in a while
  - 4 as well
  - 5 went out of their way

#### **3 READING**

#### Possible answers

a 1 Scorpio 2 Aries 3 Virgo 4 Pisces
5 Libra 6 Taurus 7 Aquarius
8 Capricorn 9 Sagittarius 10 Leo
11 Cancer 12 Gemini



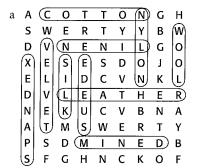
#### 1 GRAMMAR

- a Thailand: Thai, Thais
  Poland: Polish, Poles / the Polish
  Japan: Japanese, the Japanese
  Brazil: Brazilian, Brazilians
  Greece: Greek, Greeks
  Mexico: Mexican, Mexicans
  Turkey: Turkish, Turks / the Turkish
- b 2 the unemployed 3 the injured 4 the disabled 5 The rich 6 the blind 7 The young 8 the deaf
- c 1 ones 2 one 3 one 4 ones, ones

#### 2 READING

- a 1 C 2 D 3 B 5 A
- b 2 secondhand 3 affluent 4 baggy
  5 wrinkled 6 silhouette 7 appalled
  8 image 9 sloppy 10 oversized

#### **3 VOCABULARY**



- b 2 long-sleeved 3 silk 4 old-fashioned 5 solid
- c 2 get dressed up 3 hang up 4 fit 5 looks 6 change clothes 7 match

#### 4 PRONUNCIATION

a /u/ hood /ɪ/ striped /a/ clothes /aɪ/ suede

#### **5 GRAMMAR**

- 2 🗸
- 3 some white leather pants
- 4 some trendy purple glasses
- 5 🗸
- 6 those tight black spandex shorts
- 7 /
- 8 those scruffy old jeans

#### LISTENING

- a He enjoys meeting new people, he's often late, and he works hard.
- b 1 T 2 T 3 T 4 F 5 T 6 F



#### 1 READING

- a hares and fog
- b 2 F 3 T 4 F 5 T 6 F 7 F 8 T
- c 2 capture 3 at dawn 4 inexplicably5 drastic measures 6 attempts7 be released 8 endangering

#### 2 VOCABULARY

- a Across: 6 luggage 7 crew 8 passengers
   Down: 1 porter 2 airlines 3 departures
   4 arrivals 5 attendant
- b 2 check-in 3 seats 4 passport control 5 flight 6 took off 7 landing 8 pick up

#### 3 MINI GRAMMAR

2 such an 3 such a long 4 so 5 so much 6 such 7 so 8 so many

#### 4 GRAMMAR

- a 2 Did you have 3 they were waiting in line 4 Where was Paulo going
  5 ✓ 6 we got there 7 ✓ 8 ✓
- b 2 both 3 had had 4 had picked up 5 both 6 hadn't taken off
- c 2 arrived 3 left 4 went 5 got 6 looked 7 had already checked in 8 were waiting 9 had given 10 called 11 had checked in 12 had been waiting

#### **5 PRONUNCIATION**

a 2 brought 3 said 4 wrote 5 built 6 flew 7 won 8 took 9 taught 10 heard

- a She was the first woman to fly solo across the Atlantic.She and her copilot disappeared when they were trying to fly around the world.



#### 1 GRAMMAR

- a 2 fast 3 carefully 4 badly 5 correctly 6 safely 7 happily 8 extremely hard
- b 2 My daughter is hardly ever sick.
  - 3 His parents are retiring next year.
  - 4 The boy was extremely rude to his teacher.
  - 5 Luckily, we had taken an umbrella.
  - 6 The police arrived at the bank immediately.
  - 7 Apparently James is getting divorced.
  - 8 My brother eats very unhealthily.
- c 2 Although she likes reading a lot, she hardly ever goes to the library.
  - 3 Unfortunately, I crashed my new car last week.
  - 4 Ideally, we should leave early tomorrow.
  - 5 I can hardly understand when people speak English quickly.
  - 6 My brother nearly forgot his girlfriend's birthday yesterday.
  - 7 Surprisingly, he never eats fruit.
  - 8 Luckily, it didn't rain very much on the weekend.

#### 2 VOCABULARY

2 lately 3 especially 4 nearly 5 yet 6 hardly 7 ever 8 near 9 even 10 specially 11 right now 13 at the end

#### **3 PRONUNCIATION**

a stress on 1st syllable: definitely, fortunately, obviously

stress on 2nd syllable: apparently, eventually, immediately, incredibly, successfully, surprisingly

stress on 3rd syllable: accidentally, independently

#### 4 READING

- a a 2 b 2 c 1 d 1
- b 2 C 3 E 4 B 5 D
- c 1 revise 2 mesmerize 3 survival
  - 4 keyboards 5 night shift 6 ritual 7 deadlines 8 lavishly

#### PH RASAL VERBS IN CONTEXT

1 back 2 out 3 behind 4 up 5 out

#### **LISTENING**

- a 1 C 2 B 3 A
- b 1 T 2T 3F 4T 5F 6F

#### **2 COLLOQUIAL ENGLISH**

#### 1 THE INTERVIEW

1 willing 2 deal 3 much 4 get 5 that 6 point

#### **2 ON THE STREET**

- 1 out
- 2 offhand
- 3 head
- 4 otherwise

#### **3 READING**

- a 1 permanent contract
  - 2 competitive salary
  - 3 excellent travel packages
- 3 excellent traver package
- b 1b 2c 3c 4d 5c



#### 1 VOCABULARY

- a 1 burglar 2 hijacker 3 smuggle4 terrorism 5 vandalism 6 fraud7 bribery 8 murderer
- b Crime Criminal Verb kidnapping kidnapper to kidnap blackmail blackmailer to blackmail drug dealing drug dealer to sell drugs mugging mugger to mug forger to forge forgery theft thief to steal robbery robber to rob
- c 2 robbery 3 hijackers 4 smuggle 5 bribe 6 mugged 7 fraud 8 kidnapper(s)
- d 2 arrested 3 charged 4 court 5 investigating 6 acquitted 7 witness 8 commit

#### **2 PRONUNCIATION**

a burglarize – murder manslaughter – fraud community – accuse jury – secure guilty – kill

#### **3 READING**

- a 1 a seagull 2 chips
- b 1 B 2 E 3 A 4 C 5 D
- c 2 spokesperson 3 feast 4 a regular5 taken advantage of 6 rips7 fond of 8 brand

#### 4 GRAMMAR

- b 2 had been stolen 3 be caught
  - 4 were questioned 5 were visited
  - 6 has just been arrested/was just arrested
  - 7 is being held
  - 8 will be tried/is going to be tried
  - 9 be given
- 10 will be stolen/are going to be stolen
- c 3 The drug dealer is known to be a local man.
  - 4 It is understood that the blackmailer is a coworker of the victim.
  - 5 The president's wife is reported to have been kidnapped.
  - 6 The woman is expected to be acquitted.
  - 7 It is said that the police are investigating the theft of a painting by Picasso.
  - 8 It is thought that the terrorists are in hiding somewhere in the mountains.
  - 9 An art gallery is reported to have been damaged by vandals.
- 10 It is known that the suspect is dangerous.

#### LISTENING

a A 3 B 1 C 2 D 1 E 3 F 2



#### 1 READING

a A

b 1 b 2 c 3 c 4 b 5 a

#### 2 VOCABULARY

- a 2 mild 3 damp 4 cool 5 lightning 6 hot
- b 2 monsoon 3 floods 4 hailstorm 5 hurricane 6 drought
- c 2e 3a 4b 5c 6d 7g 8f

#### **3 PRONUNCIATION**

a breeze - heat wave showers - drought scorching - pouring hailstorm – gale soaked - below zero flood - thunder bright - lightning

#### **4 GRAMMAR**

- b 2 I'm going to take / I'll take
  - 3 is having / is going to have
  - 4 I'll help
  - 5 she's going to leave / she's leaving
  - 6 're going /'re going to go
- c 2 will be flying
  - 3 'll / will have stopped
  - 4 'll / will have read
  - 5 'll / will be playing
  - 6 'll /will be working
  - 7 'll / will have built
  - 8 'll / will be spending

#### LISTENING

b 1P 2J 3P 4J 5J 6J 7P



#### 1 READING

a 1 C 2 B 3 D 4 A

b 2T 3T 4T 5F 6T

c 2 phenomenon 3 emerging 4 element 5 pupils 6 thrill **3 COLLOQUIAL ENGLISH** 

1 long 2 sudden 3 kind 4 way

1 follow 2 into 3 see 4 for

a 1 C 2 E 3 A 4 B 5 D

1 THE INTERVIEW

2 ON THE STREET

5 degree 6 picked

**3 READING** 

#### 2 VOCABULARY

2 seriously 3 easy 4 credit 5 care 6 time 7 part 8 advantage

#### **3 MINI GRAMMAR**

- 3 My boyfriend probably won't get the job.
- 4 It isn't likely that we'll be here this
- 5 They're likely to be having dinner when we arrive.
- 6 There will probably be a drought if it doesn't rain soon.
- 7 Jessica is likely to fail her driving test.
- 8 I probably won't be taking part in the campaign.

#### 4 GRAMMAR

- b 2 asks 3'll go 4 won't lose 5'll call 6 don't take 7 won't give 8 will go
- c 2 until 3 when 4 If 5 as soon as 6 before 7 after 8 if
- d 3 Don't take the tablets until you have/ you've had your lunch.
  - 4 I'll call you as soon as I get to my hotel this evening.
  - 5 Bring your swimsuit in case you want to go for a swim.
  - 6 **/**
  - 7 🗸
  - 8 My boyfriend will call me as soon as he lands.
  - 9 Are you changing clothes before you go out?
- 10 People won't be allowed to fill their swimming pools if the drought continues.

#### **5 PRONUNCIATION**

- a 2 They took advantage of me.
  - 3 I hope you'll take care of yourself.
  - 4 She never takes notice of speed limits.
  - 5 Take it easy for a few days.
  - 6 He didn't take part in the game.

#### PHRASAL VERBS IN CONTEXT

1 on 2 through 3 out 4 out 5 down

- a 1 South Pacific
- 2 their ankles
- 3 Bristol
- 4 were arrested

- 7 American
- 5 the United States 6 Bridge
- 8 too long
- 9 double



#### 1 READING

a He built a shelter by a stream and lived on a diet of snakes, lizards, and frogs.

1 GRAMMAR

vacation.

the bribe.

last night.

from you.

so fast

2 READING

a 1 C 2 A 3 D 4 B

**3 PRONUNCIATION** 

**4 VOCABULARY** 

**5 MINI GRAMMAR** 

3 we'd better not call

5 would you rather do 6 I'd rather not

4 'd better not eat

2 I'd rather sit

LISTENING

b Speaker 3

a A 3 B 1 C 2

d 2 should have studied more

5 shouldn't have bought it

3 shouldn't have done so much

6 should have gotten dressed up

b 2F 3DS 4DS 5T 6F 7DS

a 2 You couldn't have seen a ghost.

4 We should have made a reservation.

6 She shouldn't have called the police.

2 reminded 3 robbed 4 ✓ 5 argue

6 look 7 ✓ 8 heard 9 mind 10 ✓

3 They may have left by now.

5 I must have fallen asleep.

stolen goods.

b 2 must 3 might 4 can't 5 can't

c 2 You might have left your bag on your

3 My wife couldn't have taken my keys.

Our neighbors might have gone on

The mayor couldn't have accepted

7 My girlfriend must have been at home

8 I couldn't have borrowed any money

4 shouldn't have driven / been driving

6 The thieves might have sold the

6 might 7 might 8 must

seat in the restaurant.

bla 2b 3c 4b 5c

#### 2 VOCABULARY

- a 1 shocked 2 homesick 3 lonely <sup>4</sup> grateful 5 nervous 6 disappointed 7 offended 8 glad
  - hidden feeling: confused
- b 2 exhausted 3 terrified 4 miserable 5 stunned 6 furious 7 devastated 8 thrilled
- c 2 sick 3 down 4 worn 5 eyes 6 joy

#### **3 GRAMMAR**

- a 2 🗸
  - 3 You wouldn't have sprained your
  - 4 I'd really miss you
  - 5 if they had arrived earlier
  - 6 🗸
  - 7 we'd known it was the monsoon season
  - 8 if she didn't smoke so much
- b 2 We would have made a snowman if the snow hadn't melted.
  - 3 I wouldn't have gone for a swim if I had known the water was so cold.
  - 4 If we had started earlier, we would have arrived by now.
  - 5 If they hadn't been so desperate, they wouldn't have hijacked the plane.
  - 6 You wouldn't have gotten so sunburned if you had used more sunscreen.
  - They would have regretted it if they hadn't bought the house.
  - They wouldn't have understood the movie if they hadn't read the book fist.

#### 4 PRONUNCIATION

- a /t/ depressed, shocked
  - /d/ amazed, relieved, thrilled /1d / delighted, devastated, offended
- b 2 grateful
- 3 disappointed
- **f**urious
- 5 homesick
- **exhaus**ted
- 7 terrified
- <u>des</u>perate

#### LISTENING

- re sleeping
- 2 a smoke alarm
- the bedroom
- 4 matches and lighters
- ot oil
- 6 close
- owels.
- 8 nose and mouth
- 9 leaner
- 10 pets or possessions

#### GRAMMAR

- a 2 as if / like
  - 4 like
  - 5 like 7 -6 as if / like
  - 8 as if / like
- b 2 tastes
- 3 looks like

3 -

- 4 smell as if / like
- 5 sounds like
- 6 feels
- 7 tastes like
- 8 looks

#### 2 VOCABULARY

- a 1 wrist 2 thigh 3 elbow 4 lungs 5 calf 6 kidneys 7 ankle 8 heart 9 waist

  - hidden body part: shoulders
- b 2 yawning 3 shook 4 waved 5 combed 6 shrugged 7 blowing
  - 8 stare
- c 2 learn ... by heart
  - 3 get it off your chest
  - 4 /
  - 5 pulling your leg

  - 7 get it out of my head
  - 8 tip of my tongue

#### 3 PRONUNCIATION

a 2 rough 3 laugh 4 enough 5 tough

#### 4 READING

- a She can't recognize people's faces out of context.
- b 1 D 2 B 3 A 4 C
- c 2 thoughtless 3 to cope with
- 4 consoled 5 acquaintance 6 venue 7 bump into 8 strategies
- d 2 to cope with 3 thoughtless
  - 4 venue 5 a clue 6 strategies
  - 7 consoled 8 acquaintance

#### PHRASAL VERBS IN CONTEXT

1 pointed 2 got 3 tell 4 hold 5 Calm

- a Women who marry men who look like their fathers.
  - Emma seems to believe it. Jerry isn't convinced.
- b 1 faces, fathers
  - 2 15
  - 3 attractive
  - 4 eyes, nose, mouth
  - 5 good relationships
  - 6 look like

#### **4 COLLOQUIAL ENGLISH**

#### 1 THE INTERVIEW

1 show 2 difference 3 over 4 point 5 that's 6 goes

#### **2 ON THE STREET**

1 grow up 2 made up 3 meant 4 well 5 first

1C 2E 3A 4B 5D

#### **3 READING**

a There are no seats with a perfect view of the stage.

You may get wet and cold because there is no roof.

- b 1 10:00 a.m. to 6:00 p.m. Monday to Saturday
  - 2 No, it wasn't. It's about 200 meters from the original site.
  - 3 No, there aren't. There are only performances for six months of the year, from April to October.
  - 4 No, they aren't. They range from around \$10 to \$70.
  - 5 No, you can't.
  - 6 Yes, you can. There are guided tours all year round.
  - 7 At the ticket office (in person or by telephone) or online via Seetickets.
  - 8 The performance goes on.



#### 1 GRAMMAR

- b 2 doing 3 to sleep 4 check 5 seeing 6 to drive 7 go out 8 Traveling 9 to receive 10 to pay
- c 2 climbing 3 to call 4 to send 5 to buy 6 reading 7 ironing 8 spending

#### 2 READING

a 1 hearing loss 2 musicians and users of portable music players

b 2F 3F 4T 5F 6T 7T 8F

#### **3 PRONUNCIATION**

- a /tʃ/ chorus
  - /k/ catchy
  - /t∫/ chaos
  - /ʃ/ challenge
- b 2 lyrics 3 rhythm 4 lifestyle 5 country 6 psychiatrist

#### **4 VOCABULARY**

- a 2 violin 3 bass guitar 4 drums5 saxophone 6 keyboard 7 piano8 flute
- b 2 composer 3 lead singer 4 DJ 5 singer-songwriters 6 orchestra 7 choir 8 conductor
- c 2 tooting 3 music 4 ear 5 tune 6 incomprehensible 7 moving 8 monotonous

#### **LISTENING**

a A 2 B 3 C 1 D 1, 3 E 3 F 2



#### 1 GRAMMAR

- a 2 driving 3 living 4 eat 5 being 6 getting up 7 play 8 get used to
- b 2 gotten used to working
  - 3 not used to having
  - 4 used to wear
  - 5 gotten used to living
  - 6 used to taking care of
  - 7 gotten used to using
  - 8 used to sleeping

#### **2 PRONUNCIATION**

- a 2 I'm not used to taking a nap after lunch.
  - 3 We quickly got used to living in our new house.
  - 4 I didn't use to have problems getting to sleep.
  - 5 Wen is used to working at night, so he doesn't feel tired.
  - 6 She couldn't get used to living alone.
- b 2 pillow 3 jet-lagged 4 sheets
  - 5 snore 6 nightmare

#### **3 READING**

- a 1 to stay awake to win a prize
  - 2 because people were worried about the contestants' health
- b 1E 2A 3D 4C 5B
- c 2 exploited 3 tough 4 endured 5 rivals 6 eliminated 7 under scrutiny 8 watchdog

#### **4 VOCABULARY**

- a 2 oversleep, alarm
  - 3 dreams
  - 4 sleepy
  - 5 blanket
  - 6 log
  - 7 keeps, awake
- b 2 siesta 3 insomnia 4 set 5 fall asleep 6 yawn

- a 1 A sleep spa chain
  - 2 People who are sleep deprived, e.g., stressed business executives
- b 1 efficient 2 sick 3 leather 4 blanket 5 soft 6 sunrise 7 20, 40 8 15 9 30 10 40



#### 1 GRAMMAR

- b 1 ... he was leaving on Wednesday.
  - 2 ... she'd never been to Japan.
  - 3 ... the play wouldn't start on time.
  - 4 ... where the bus station was.
  - 5 ... if we had done the homework.
  - 6 ... what time the show started.
  - 7 ... not to tell anybody.
  - 8 ... me to close the window.
- c 2 promised to give me back
  - 3 **/**
  - 4 encouraged me to go
  - 5 recommended visiting
  - 6 threatened to give
  - 7 🗸
  - 8 accused him of not telling
- d 2 advised him not to leave
  - 3 suggested going
  - 4 offered to make
  - 5 warned us not to park
  - 6 apologized for being
  - 7 invited her to stay
  - 8 insisted on going

#### **2 PRONUNCIATION**

- a 2 con<u>vince</u> 3 <u>offer</u> 4 in<u>sist</u> 5 <u>pro</u>mise 6 remind 7 deny 8 <u>threaten</u>
- b 2 refuse 3 advise 4 invite 5 persuade

### 6 accuse 7 regret 8 agree

#### **3 VOCABULARY**

- a 2 critics 3 anchor 4 commentator
   5 reporter 6 editor 7 press
   8 freelance journalist
- b 1 b 2 d 3 a 4 e 5 f 6 c
- c 1 spat 2 wed 3 quit 4 quiz 5 back 6 hit 7 ban

#### 4 MINI GRAMMAR

1f 2e 3g 4h 5d 6b 7c 8a

#### PHRASAL VERBS IN CONTEXT

1 up 2 on 3 up 4 down 5 down

#### LISTENING

- a 1 Wednesday 2 Monday 3 Tuesday
- $b\ 1\ b\ 2\ c\ 3\ a$

#### **5 COLLOQUIAL ENGLISH**

#### 1 THE INTERVIEW

1 way 2 around 3 except 4 takes 5 out 6 mean

#### **2 ON THE STREET**

1 a ton of 2 a lot of fun 3 laid-back 4 hang out

#### **3 READING**

- a listen to music, dance, see art displays, and watch circus performers
- b 1 a California desert near Palm Springs
  - 2 car or train
  - 3 3 days
  - 4 famous musicians and "indie" bands
  - 5 tents, sleeping bags, and "VIP camping" tents
  - 6 about 60,000
  - 7 in 1999 and since 2001
  - 8 \$90 for one day, \$269 for three days



#### 1 READING

a 1D 2E 3C 4B 5A b 1b 2c 3b 4c 5a

#### 2 GRAMMAR

- a 2 going to bed
  - 3 **/**
  - 4 animals
  - 5 🗸
  - 6 Women, men
  - 7 Next week
  - 8 a new motorcycle
- b 2 the 3 a 4 5 6 7 the 8 The
- c 1 2 the 3 The 4 5 6 –, 7 The, the, the 8 The, the

#### **3 PRONUNCIATION**

a /ðə/ 3,4,5 /ði/ 2,6

#### **4 VOCABULARY**

- a 2 quiet 3 butter 4 breakfast 5 fork 6 later 7 less 8 nothing
- b 2 out 3 take 4 downs 5 order 6 sound

- a He was the first person to go into space. He died in a plane crash in 1968.
- b 1 village
  - 2 test pilot
  - 3 19
  - 4 quick reactions
  - 5 1961
  - 6 27
  - 7 108 minutes
  - 8 (approximately) 7 kilometers
  - 9 celebrity
  - 10 director
  - 11 killed
  - 12 buried



#### 1 READING

- a 1 C 2 E 3 B 4 D 5 A
- b 2DS 3DS 4F 5F 6T 7DS 8T
- c 2 gave up 3 missed out on
  - 4 goes through 5 going on
  - 6 jumped at the chance
  - 7 changed my mind 8 sums up

#### 2 VOCABULARY

- a 2 cable car
  - 3 pedestrian mall
  - 4 concert hall
  - 5 old town
  - 6 baseball stadium
  - 7 bicycle lane
  - 8 taxi stand
- b 1 poverty
  - 3 pollution
- 2 traffic jam 4 beggars
- 5 slums
- 6 overcrowding
- 7 homeless
- 8 sights
- c 2 run-down
- 3 industrial
- 4 provincial
- 5 vibrant
- 6 polluted

#### 3 PRONUNCIATION

a 2 provincial 3 majority 4 adolescent 5 perform

#### **4 GRAMMAR**

- a 2 bad health
  - 3 some new furniture
  - 4 some advice
  - 5 some toast
  - 6 a piece of luggage
  - 7 some new clothes
  - 8 a pair of pajamas
- b 2 are 3 is 4 are 5 are 6 is 7 is 8 is 9 is 10 is

#### **5 MINI GRAMMAR**

- 2 going to have my jacket fixed / having my jacket fixed
- 3 has his hair cut
- 4 have just had my car repaired
- 5 have my carpets cleaned
- 6 having a wall built
- has his apartment cleaned
- 8 having our kitchen remodeled

#### LISTENING

- a A3 B2 C1
- b 1 C 2 B 3 C 4 A 5 B 6 A



#### 1 GRAMMAR

- a 2 Everybody was 3 Everything 4 🗸 5 All men 6 ✓ 7 Most people 8 Every room
- b 2 no 3 None 4 any 5 none 6 no 7 Any
- c 2 Neither 3 either 4 nor 5 Both 6 both 7 Neither

#### 2 READING

- a It's a rolling suitcase and a ride-on toy.
- b 1 b 2 c 3 a 4 b 5 c

#### **3 VOCABULARY**

- a 2 chemical 3 biology 4 genetic 5 Physics 6 geologist
- b 1 c/d 2 e 3 b 4 a 5 f 6 d/c
- c 2 invented a machine
  - 3 made ... discovery
  - 4 did an experiment
  - 5 prove ... theory
  - 6 done research

#### 4 PRONUNCIATION

- a 2 same syllable 3 different syllable
  - 4 same syllable 5 same syllable
  - 6 same syllable 7 different syllable
  - 8 different syllable

#### PHRASAL VERBS IN CONTEXT

1 think 2 come 3 ran 4 crashed 5 hurry

#### LISTENING

a D, E, C, B, A, F

#### **6 COLLOQUIAL ENGLISH**

#### 1 THE INTERVIEW

1 story 2 way 3 question 4 work 5 guess

#### **2 ON THE STREET**

1 time 2 all 3 chance 4 would 5 neat

#### **3 READING**

- a a Segway is a personal transportation device
- b 1T 2T 3F 4F 5T 6F 7F 8T



#### 1 GRAMMAR

- a 2 were 3 lived 4 would hang up
  - 5 wouldn't borrow 6 had
  - 7 could afford 8 wouldn't watch
- b 2 ... wouldn't use my computer.
  - 3 ... would help with the housework.
  - 4 ... didn't have to go to work tomorrow.
  - 5 ... wouldn't call me every day.
  - 6 ... earned more money.
  - 7 ... wouldn't / didn't work on weekends.
  - 8 ... wouldn't shout all the time.

#### 2 VOCABULARY

- a 2 stressful 3 terrified 4 amused 5 tiring 6 exhausted 7 scary 8 depressing
- b 2 shocked 3 impressive 4 irritating 5 exciting 6 worried 7 delightful 8 disappointed

#### **3 READING**

- a 1D 2E 3A 4B 5C
- b 2 more straightforward
  - 3 underlying problems
  - 4 got on their nerves
  - 5 constant reassurance
  - 6 as well as
  - 7 wreck a relationship
  - 8 repeated exposure
- c 2 constant repetition and repeated exposure
  - 3 because repeated contact increases sensitivity
  - 4 demanding constant reassurance about clothing
  - 5 refusal to clean the bathroom or make the bed
  - 6 arguments over minor incidents

#### **4 GRAMMAR**

- 2 hadn't eaten 3 had set
- 4 hadn't spent 5 had gotten
- 6 hadn't watched 7 had taken
- 8 hadn't lent

#### 5 PRONUNCIATION

a 2 annoyed 3 worried 4 frustrated 5 stressed 6 amusing 7 thrilling 8 offended

#### 6 VOCABULARY

- go far 3 go with
- 4 go without
- 5 went back on
- 6 gone wrong 7 going over
- 8 going on

#### LISTENING

a unwell F, critical M, selfish D, helpful M You don't need to use stubborn or insincere.



#### READING

b 2T 3T 4F 5T 6F 7T 8F

#### 2 VOCABULARY

- a 2 markets 3 imports 4 exports 5 expanding 6 launch 7 become 8 take over
- b 2 does 3 made 4 doing 5 make 6 make 7 doing 8 made
- c Across: 2 multinational 4 cold 6 branch 7 advertise 8 import Down: 1 coworker 3 logo 4 client 5 chain

#### 3 PRONUNCIATION

- a 2 convert, V
  - 3 project, N
  - 4 produce, N
  - 5 progress, N
  - 6 reject, V
  - 7 record, V

  - 8 object, V

#### 4 MINI GRAMMAR

2 Whichever 3 whatever 4 whenever 5 Whoever 6 however

#### 5 GRAMMAR

- a 2 to
  - 3 even though
  - 4 in order to
  - 5 so as not to

  - 6 in spite of
  - 7 despite
  - 8 so that
- b 2 ... in spite of the fact that they don't do any marketing.
  - 3 ... so that they would sell more products.
  - 4 ... so as not to miss my train.
  - 5 ... although I was late.

#### LISTENING

- a Speaker 1 jeans/clothes Speaker 2 coffee Speaker 3 car
- b A 2 B 1 C 3 D 1 E 3 F 2

#### 1 GRAMMAR

- b 2 that/which 3 whose 4 who 5 where 6 that 7 who/that You can leave out the relative pronoun in sentence 6.
- c 2 The company I work for is an advertising agency.
  - 3 The woman I was speaking to is my boss.
  - 4 One of the people I work with is a part-time model.
  - 5 The house they live in is nearly a hundred years old.
  - 6 Her boyfriend is the only person she can turn to.
- d 2 who 3 which 4 which 5 who 6 which 7 which You can't use that in any of the sentences.

#### 2 READING

- a 1C 2E 3D 4A 5B
- b True: 1, 3, 5, 6, 7

#### 3 VOCABULARY

- a 2 undercooked 3 autobiography
  - 4 semifinals
- 5 postgraduate
- 6 misspell
- 7 oversleep
- 8 microwave
- b 2 antisocial 3 precooked 4 bilingual 5 misunderstood 6 multitasking

#### **4 PRONUNCIATION**

- a 2 antibiotics 3 postimpressionist
  - 4 ex-smoker 5 monosyllable
  - 6 redecorate 7 autograph
  - 8 mispronounce
  - The main stress is on the prefix in 5 and 7.

#### PHRASAL VERBS IN CONTEXT

1 pick 2 take 3 going 4 ended

#### LISTENING

- a easier to learn, makes all speakers equal, can help with learning other languages
- b 1 1.6 million 2 19th century 3 wars
  - 4 too difficult 5 equal 623
  - 7 spelling 8 ten times 9 Chinese
  - 10 90 11 Bulgaria 12 other languages

#### 7 COLLOQUIAL ENGLISH

#### 1 THE INTERVIEW

1 right 2 keep 3 number 4 time 5 attention 6 wrong

#### **2 ON THE STREET**

1 stuff 2 go 3 do 4 sense 5 worldwide

#### **3 READING**

- a 1 cybercriminals, crackers, scammers
  - 2 blogfade, blogover
  - 3 tanorexia, yogarexia
  - 4 baiji, climate canary
- b 1 climate canary
  - 2 blogover
  - 3 scammers
  - 4 tanorexia
  - 5 baiii
  - 6 yogarexia
  - 7 crackers
  - 8 blogfade

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ISBN 978-0-19-477465-9